Human Capital Internal Audit Report

Prepared for:
Austin Independent
School District

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Submitted By:
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Chapter 1: Introduction

This report presents the results of the Human Capital (HC) Department Audit, as part of the Austin Independent School District's (Austin ISD's/AISD's/the District's) internal audit program to support continuous improvement. This audit began in August 2022 and was completed in May 2023. This introductory Chapter provides a summary of audit findings and recommendations, describes the audit scope and objectives, and presents a description of Gibson Consulting Group's (Gibson's) approach and methodology.

The audit team wishes to thank the AISD leadership and staff for their assistance in conducting this audit, and the Board Audit Committee for overseeing this important work. The HC Department has experienced substantial challenges over the past several years due to the impact of the COVID-19 pandemic, and it is important that this audit report be read in that context.

Executive Summary

This audit occurred during a time of immense transition in the Human Capital Department. Because of new leadership over the Department, as well as the implementation of a new enterprise resource planning (ERP) software system, many of the systems and processes the audit team evaluated were being changed. Gibson's hope is that this report can be used by Departmental leadership to cement strengths and address areas for improvement, while the direction of the HC Department is solidified.

A school district's human resources function has an outsized impact on the organization, in that roughly 80 percent of a school district's expenditures are dedicated to staffing. The ability to identify, recruit, hire, onboard, train, and provide stimulating careers in a positive work environment are primary success factors for a human resource function. In Austin ISD, the Human Capital Department assumes responsibility for these important activities.

Several themes emerged from this audit:

- AISD's overall staffing efficiency compares unfavorably to its peers and industry standards, due in large part to full-time equivalent (FTE) counts that have not decreased commensurately with shrinking student enrollment. AISD's current teacher workforce has, on average, more experience than past years' cohorts, but it remains the least experienced group among peer districts. Additionally, average AISD teacher salaries trail state averages and rank near the bottom when compared to districts in the surrounding area (i.e., those with which it is most likely to compete for talent).

- The District is currently in the process of implementing a new ERP system; however, several issues related to governance, design, and deployment put a successful implementation at risk. The HC Department lacks the proper Key Performance Indicators (KPIs) to support efficiency and effectiveness, and its organizational structure impedes collaboration. As a result, several core human resources functions show compliance and/or quality issues. For example, personnel files show high rates of incompleteness, exposing the District to risk. The Department uses "Let's Talk"

as its primary means of interfacing with the broader AISD community; however, the platform is not being effectively used or managed, resulting in dissatisfied customers and disinvested HC staff.

- The implementation of the District's new ERP should address several issues related to staffing such as the Department's ineffective approach to position control, but the audit team identified additional areas for improvement that will require further intervention. For example, insufficient controls over absence management have resulted in high rates of unreported staff absences. Also, the District's hiring and onboarding processes require excessive time, and are not effectively preparing new hires for work.

- Due in large part to the HC Department's efforts to educate employees, AISD's benefit program shows markedly high participation rates. However, the audit team's analysis of compensation data showed instances of pay inequities. Inconsistencies between pay and experience, commonly referred to as "salary compression," and instances of employees being compensated outside of Board-approved pay ranges should be addressed by the District through a comprehensive analysis and long-term remediation strategy. Additionally, the Department should modify its pay determination calendar to avoid AISD employees starting work without knowing how much they will be paid.

This audit identified 18 recommendations to improve the human resources function at AISD. These recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact to the organization. Recommendations are not listed in order of priority but rather the order in which they appear in the report.

Table 1. Summary of Audit Recommendations

No.	Priority	Recommendation
Chapter 3: Organization and Management		
1	High	Test all modules prior to the deployment of the new ERP system.
2	High	Align the HC Department's KPIs with its strategic objectives.
3	Medium	Modify the HC Department organizational structure.
4	High	Bolster the HC Department's ability to provide high-quality customer service through the enhanced used of "Let's Talk."
5	High	Strengthen controls over personnel files to ensure compliance.
6	Medium	Institute a formal job description review process.
7	High	Develop internal controls to ensure District compliance with required workplace postings.
8	Medium	Expand the HC Department's oversight of District professional learning.
Chapter 4: Staffing		
9	High	Leverage the position control module in *Frontline* to facilitate staff planning and more effectively manage the District's workforce.
10	Medium	Overhaul the District's employee onboarding process.

No.	Priority	Recommendation
11	Medium	Increase the use of existing technologies to expedite the hiring process and enhance collaboration with hiring managers.
12	High	Strengthen internal controls over absence management.
Chapter 5: Compensation and Benefits		
13	Medium	Address salary compression through adherence to District pay rules.
14	High	Adjust compensation rates to fall within Board-approved ranges.
15	High	Reengineer the District's annual pay determination process.
Chapter 6: Employee Relations		
16	High	Restore the Human Capital Department's responsibility for managing employee investigations.
17	Medium	Update Human Capital Investigations job descriptions to include essential certifications and experience.
18	Low	Redesign components of the District's RAVE (Employee Recognition) Program.

Project Objectives and Scope

The objectives of this audit were to evaluate the compliance, efficiency, and effectiveness of the Austin ISD Human Capital Department, and to identify opportunities for improvement. Eight major areas of human resource management were analyzed during this audit:

- Organization and Management

- Compliance with Laws and Regulations

- Recruitment and Onboarding Activities

- Employee Discipline and Evaluation

- Benefits Management

- Position Management

- Information Technology

- Compensation Structure

The findings and recommendations included in this report were informed by the following data collection and analytical activities. In addition to the activities described below, the audit team reviewed the results of a departmental internal audit conducted in 2018-19. The audit was completed by the District's in-house internal auditors and served as valuable context.

Data Analysis and Benchmarking

As part of this audit, Gibson collected and analyzed current year and historical data provided by AISD, which included position data, budget and expenditure data, and other program-specific information. To provide additional context, Gibson benchmarked AISD to eight districts, which were selected by the audit team, based on similarity in size, demographics, district type, and proximity to Austin ISD. Gibson also compared AISD to state averages, where applicable. Throughout this report, Gibson used the most current data publicly available from the Texas Education Agency (TEA). Table 2 presents a profile of the comparator districts and AISD.

Table 2. Profile of Benchmark Districts, 2021-22

District	Region	Enrollment	FTE Count	% Economically Disadvantaged
Hays CISD	13	21,345	2,909	46%
Katy ISD	4	88,165	11,825	40%
Fort Worth ISD	11	74,326	10,082	85%
Austin ISD	13	71,883	10,594	51%
Round Rock ISD	13	45,990	6,407	22%
Leander ISD	13	41,543	5,290	19%
Pflugerville ISD	13	25,348	3,457	46%
North East ISD	20	59,445	2,087	59%
Fort Bend ISD	4	76,543	10,462	48%

Source. TEA Texas Academic Performance Reports, 2021-22

Interviews and Focus Groups

In November of 2022, the Gibson audit team conducted 40 individual interviews with the Superintendent, central office administrators, and Human Capital Department staff. Additionally, the audit team conducted group interview sessions with campus administrators, teachers, and classified staff. The objective of the interviews and focus group sessions was to gather information about AISD's human resources function and to assess stakeholder perceptions regarding areas of strength and opportunities for improvement.

A complete list of interviewees and group interviews can be found in *Appendix A: Interview List*.

Staff Survey

Gibson developed and administered a survey to all campus staff to collect feedback related to the District's Human Capital Department. In total, the audit team administered 9,915 surveys via email and text message, and achieved an overall response rate of 38.9 percent. The survey was administered using *Qualtrics*, an online survey platform. The survey instrument included 40 items and incorporated a five-point rating scale:

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Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. Results are presented in two ways throughout this report:

- Percentages for each of the five responses – this is primarily used when a figure presents the results to only one question; and,

- Aggregate percentages for Strongly Disagree and Disagree (i.e., combined Disagree) and Strongly Agree and Agree (i.e., combined Agree). This is primarily used when a figure presents the results for multiple questions.

Table 3 details the response rate by school level. Survey results were not used to unilaterally draw conclusions regarding customer service, but provided an important data point considered by the audit team.

Table 3. Survey Response Rate, by School Level

Location	Total Responses	Response Rate
Elementary School	1,686	42.6%
Middle School	508	43.7%
High School	728	43.5%
Professional Staff	2,817	45.5%
Classified Staff	960	25.8%
Overall	**3,858**	**38.9%**

Source. Gibson Consulting Group – AISD staff survey

Audit Testing

Gibson conducted audit tests to corroborate key HC processes, obtain evidence of documentation, and validate compliance with AISD Board policy. Table 4 provides a summary of the audit tests that were performed.

Table 4. Summary of Audit Tests

Audit Test	Test Description
Personnel Files	A sample of personnel files were reviewed to ensure that all key documents (i.e., application, employee recommendation, resume, fingerprint receipt, etc.) were retained within the file.
Absence Management Controls	The audit team compared leave utilization data to staff absence data to evaluate any inconsistencies in reporting.
Time-to-Fill	The audit team analyzed District personnel files to manually construct hiring timelines using three key benchmark dates: application date, offer date, and start date.
Pay Inequity	The audit team analyzed AISD salary data to evaluate the relationship between experience and pay and whether current salaries adhere to District established pay ranges.

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Audit Test	Test Description
Stipends	A sample of current stipends was tested to ensure that sufficient evidence existed to justify the stipend issued.

The remainder of this report is organized into the following chapters and appendices:

Chapter 2: District Staffing Profile

Chapter 3: Organization and Management

Chapter 4: Staffing

Chapter 5: Compensation and Benefits

Chapter 6: Employee Relations

Appendix A: Interview List

Appendix B: Gibson Staff Survey Results

Appendix C: Job Description Comparison

Appendix D: Pay Grade Descriptions

Chapter 2: District Staffing Profile

The Austin Independent School District (Austin ISD/AISD/the District) is based in Austin, Texas and spans a 230 square-mile area. Established in 1881, AISD is the eighth-largest school district in Texas, comprising 78 elementary schools, 19 middle school programs, 17 high school programs, and two special school programs.[1]

Student enrollment has fluctuated but generally declined over the past five years, decreasing at an average annual rate of three percentage points between 2017-18 and 2021-22. Figure 1 presents AISD student enrollment from 2017-18 to 2021-22.

Figure 1. AISD Student Enrollment, 2017-18 to 2021-22
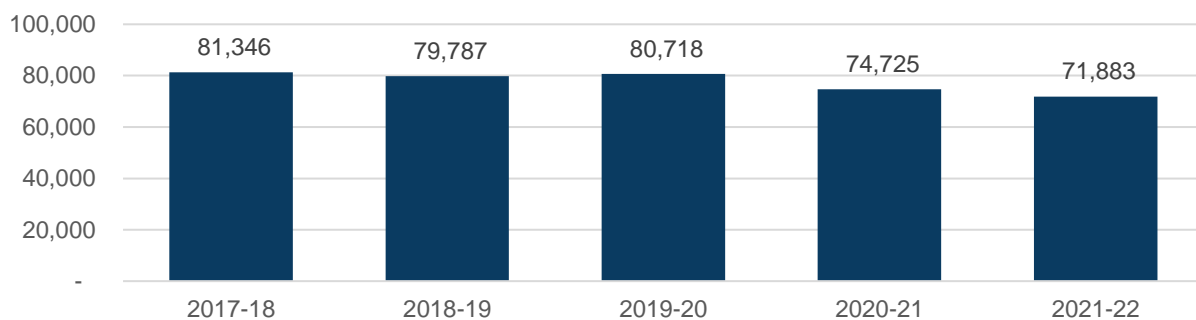
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

FTE staff counts have steadily decreased over the same five-year period, as shown in Figure 2. Overall, the FTE count decreased 7 percentage points between the 2017-18 and 2021-22 school years, an average of 1.8 percent annually.

Figure 2. AISD Total Staff FTEs, 2017-18 to 2021-22
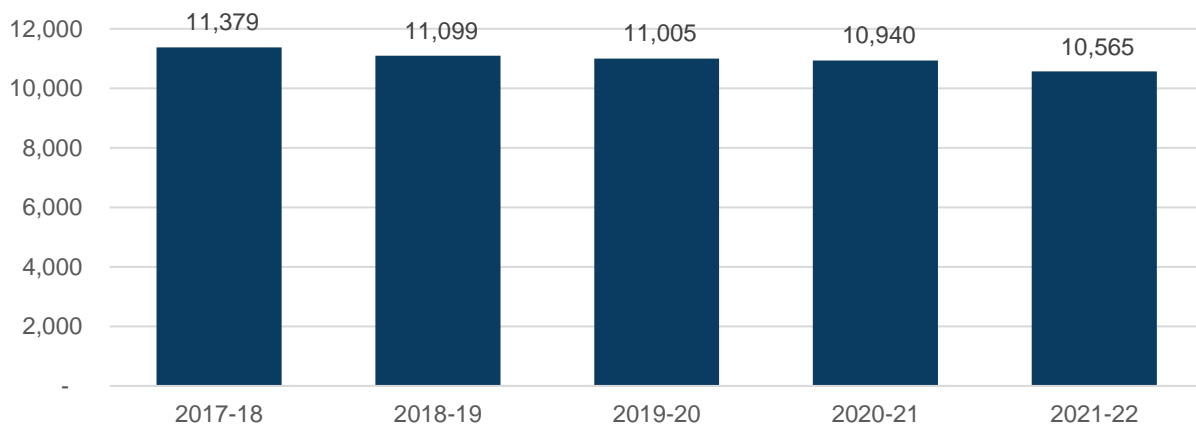
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

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[1] https://www.austinisd.org.

The student-to-staff ratio is an effective overall staffing efficiency measure for K-12 school systems. A higher ratio indicates a fewer number of staff relative to the student population (more efficient), and a lower ratio reflects a higher number of staff relative to the student population (less efficient). Other than staffing efficiency, additional factors can affect this ratio, such as an intentional decision to maintain smaller class sizes. Figure 3 presents AISD's student-to-staff ratio since 2017-18. The student-to-staff ratio has fluctuated since 2017-18, reaching a high of 7.3 in 2019-20 before decreasing to 6.8 in 2020-21 and 2021-22, a reduction of 5.6 percent. The decrease in 2020-21 reflects the sharp drop in enrollment (seen in Figure 1) and minimal decline in FTE count (seen in Figure 2). This pattern was largely influenced by the COVID-19 pandemic and the uncertainty surrounding the return of students to AISD.
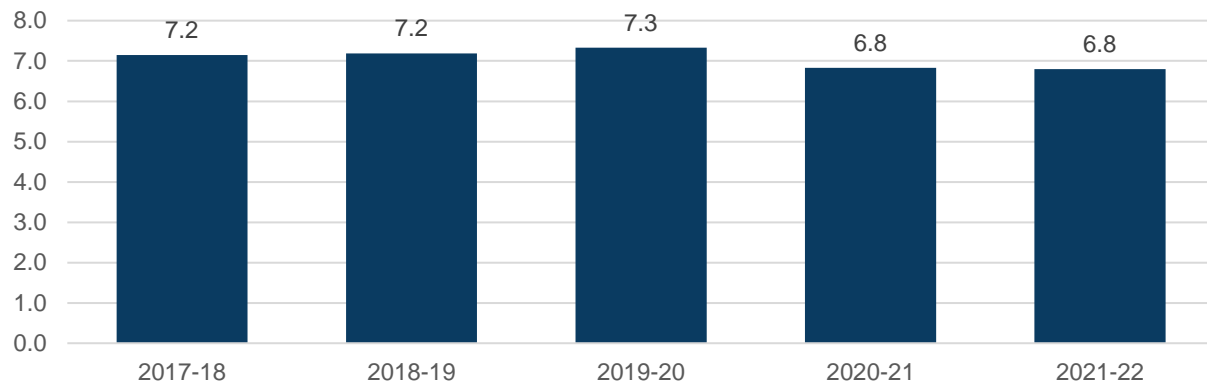
Figure 3. AISD Student-to-Staff Ratio, 2017-18 to 2021-22

Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

AISD's student-to-staff ratio is the lowest among its peers, as shown in Figure 4.

Figure 4. Student-to-Staff Ratio, AISD and Peer Districts, 2021-22
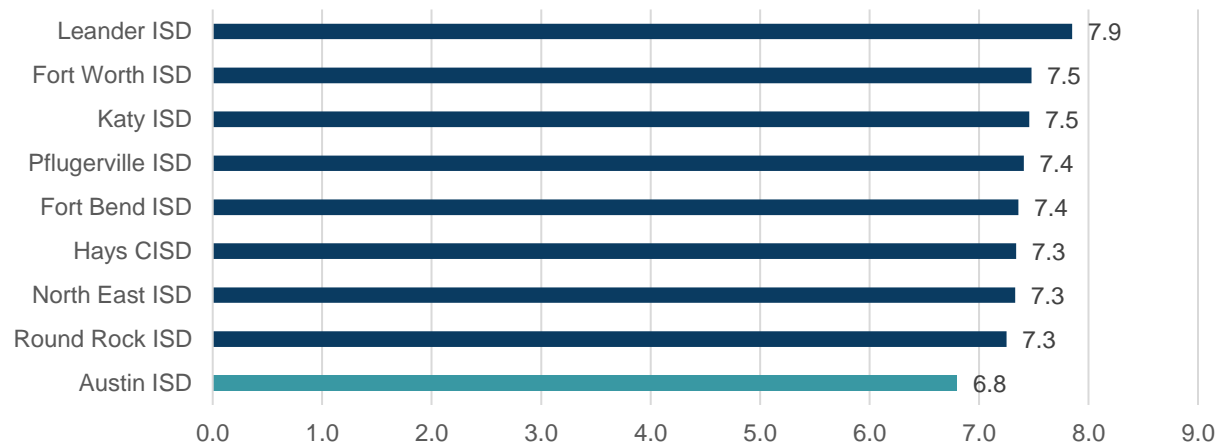
Source. TEA Texas Academic Performance Reports, 2021-22

Table 5 shows FTE counts and percentages by staff category in 2017-18 and 2021-22. In 2021-22, teachers represented the largest portion of AISD's workforce at 49.5 percent of overall staff. Overall FTE counts

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have dropped 7.2 percentage points, but the District has seen percentage increases in Professional Support, Campus Administration, Central Administration, and Educational Aides.

Table 5. AISD Staff FTE Counts and Percentages, by Staff Category, 2017-18 and 2021-22

Staff Category	2017-18 FTEs	2017-18 Percentage	2021-22 FTEs	2021-22 Percentage	Percentage Point Change
Professional Staff	7,144.3	62.8%	6,730.2	63.7%	0.9%
Teachers	5,703.3	50.1%	5,227.8	49.5%	(0.6)%
Professional Support	1,069.2	9.4%	1,113.0	10.5%	1.1%
Campus Administration	331.9	2.9%	327.5	3.1%	0.2%
Central Administration	40.0	0.4%	62.0	0.6%	0.2%
Educational Aides	972.0	8.5%	1,069.5	10.1%	0.8%
Auxiliary Staff	3,262.9	28.7%	2,765.0	26.2%	(2.1)%
Totals	**11,379.2**	**100%**	**10,564.8**	**100%**	**(7.2)%**

Source. TEA Texas Academic Performance Reports, 2017-18 and 2021-22

Staff Profile

The student-to-teacher ratio refers to the number of students enrolled per FTE teacher. Figure 5 presents AISD's student-to-teacher ratio from 2017-18 to 2020-21. The ratio has fluctuated slightly over this five-year period, declining 0.5 percentage points since 2017-18, a reduction of 3.5 percent over five years.

**Figure 5. AISD Student-to-Teacher Ratio, 2017-18 to 2021-22**
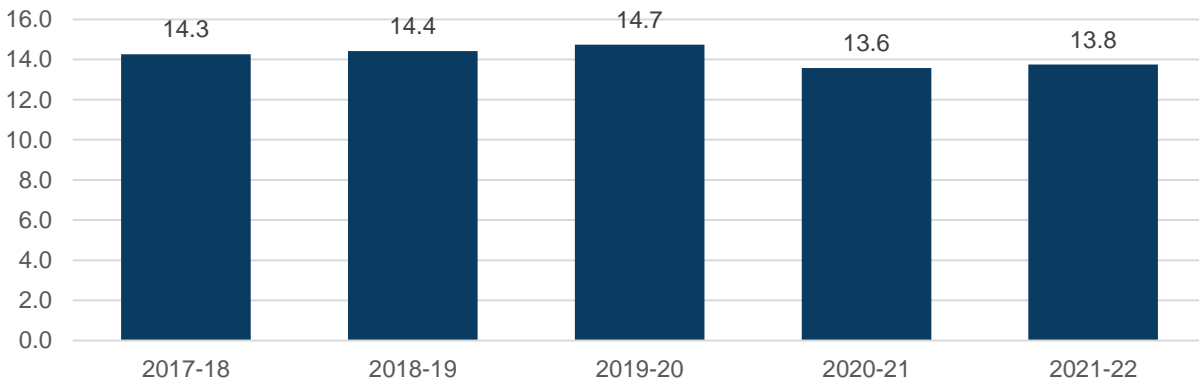
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

Figure 6 compares AISD's student-to-teacher ratio to its peer districts. AISD's student-to-teacher ratio was 13.8 in the 2021-22 school year, which ranks third lowest among its peers.

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Figure 6. Student-to-Teacher Ratio, AISD and Peer Districts, 2021-22
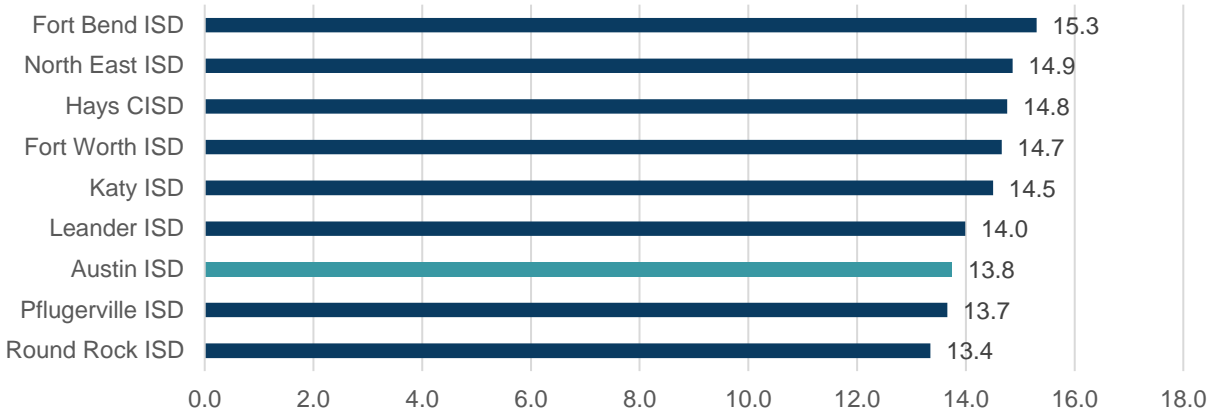
Source. TEA Texas Academic Performance Reports, 2021-22

The student-to-non-teacher ratio refers to the number of students enrolled per each FTE non-teacher staff member. Non-teacher staff members include professional support, campus administration, district administration, educational aides, and auxiliary staff. Figure 7 illustrates AISD's student-to-non-teacher ratio from 2017-18 to 2021-22. Similar to its student-to-teacher ratio, AISD's student-to-non-teacher ratio has fluctuated over the last five years, reaching a high in 2019-20 before decreasing in subsequent years.

Figure 7. AISD Student-to-Non-Teacher Ratio, 2017-18 to 2021-22
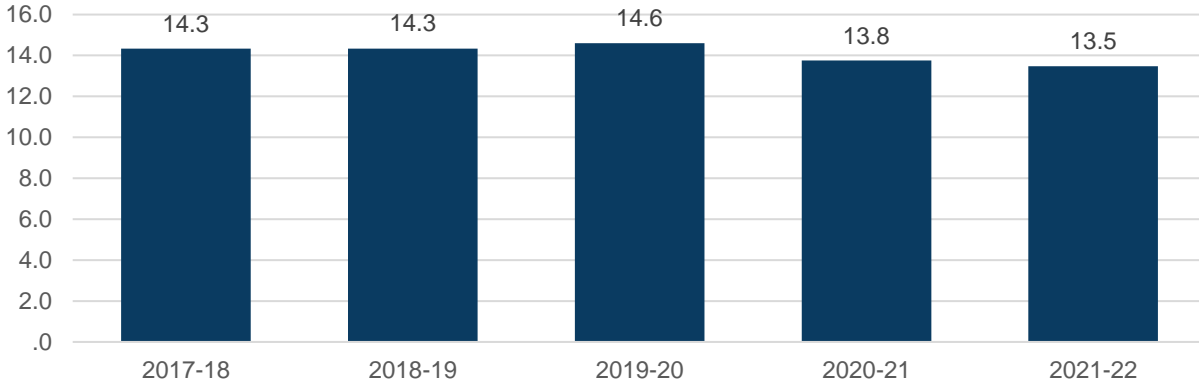
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

Figure 8 compares AISD's student-to-non-teacher ratio to its peer districts. AISD's student-to-non-teacher ratio was 13.5 in the 2021-22 school year, which ranks lowest (least efficient) among its peers. It is important to note that third party contracting of major operating functions (e.g., transportation, custodial services) could be contributing to some of the variances.

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Figure 8. Student-to-Non-Teacher Ratio, AISD and Peer Districts, 2021-22

Source. TEA Texas Academic Performance Reports, 2021-22

Figure 9 presents AISD's teacher race and ethnicity percentages for 2017-18 and 2021-22. These percentages shifted slightly over this period, with the largest changes occurring in White teachers (2.8 percentage point decrease) and Hispanic teachers (2.4 percentage point increase).
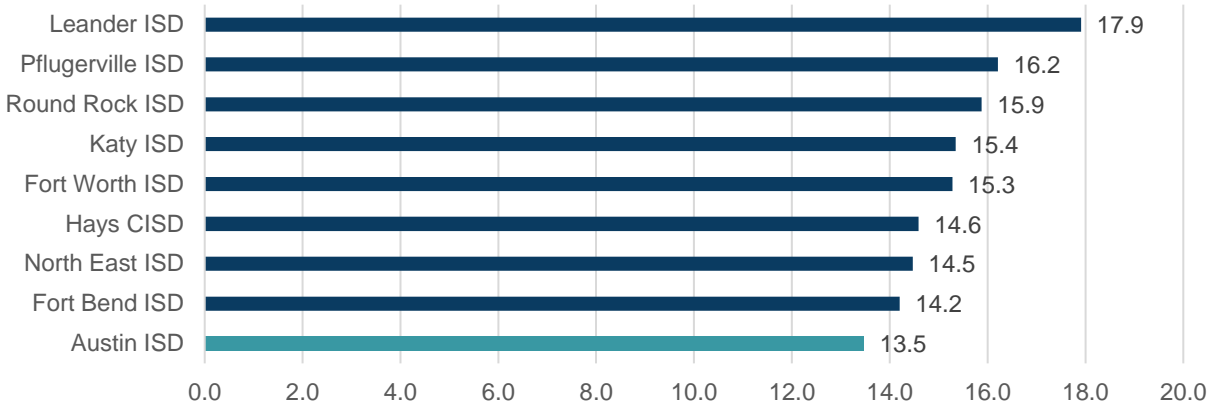
Figure 9. AISD Teacher Ethnicity Percentages, 2017-18 to 2021-22
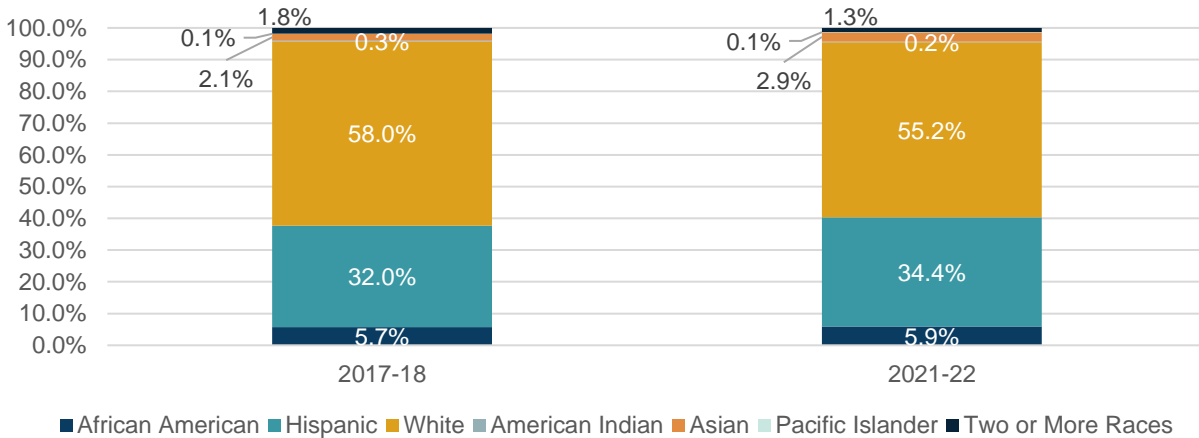
Source. TEA Texas Academic Performance Reports, 2017-18 and 2021-22

Figure 10 shows a percentage breakdown of AISD's teacher workforce by total years of experience (In-District and Out-of-District experience) since 2017-18. Over this period, teachers with between one and five years of experience annually represented roughly 30 percent of AISD's teacher workforce, the highest percentage among experience groups.

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Figure 10. AISD Teachers by Years of Experience, 2017-18 to 2021-22
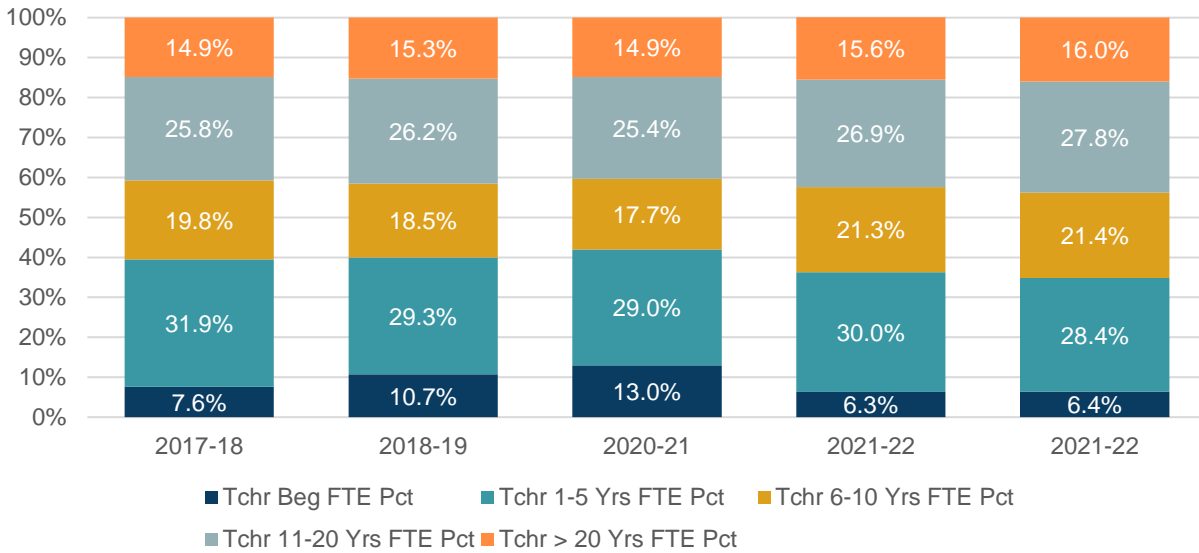
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

In 2021-22 the average total years of experience (In-District and Out-of-District) for an AISD teacher was 10.4. This number reflects less experience among AISD teachers, on average, than all of its peer districts, as shown in Figure 11. The average years of experience for AISD teachers has fluctuated slightly since 2017-18, falling between a low of 10.0 in 2019-20 and a high of 10.7 in 2020-21.

Figure 11. Teacher Average Years of Experience, AISD and Peer Districts, 2021-22
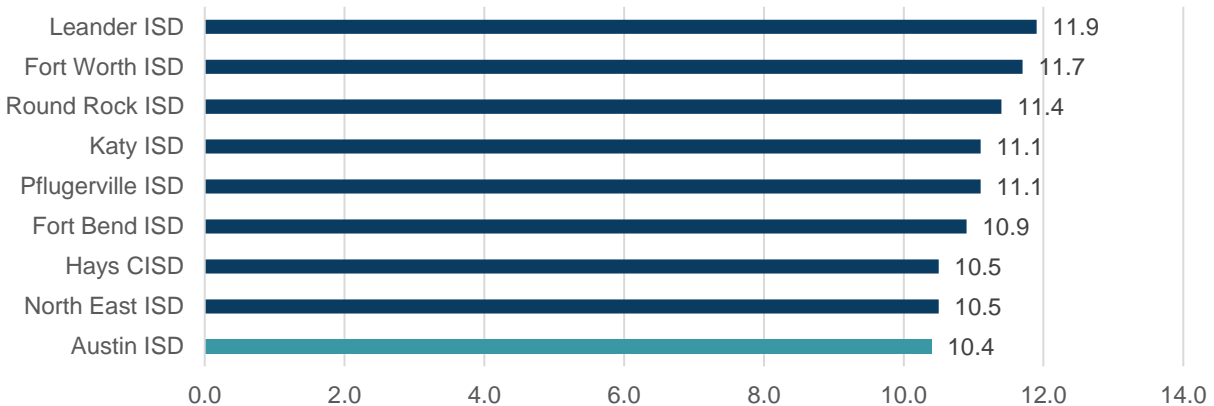
Source. TEA Texas Academic Performance Reports, 2021-22

Figure 12 shows the years of experience percentage for teachers in AISD and peer districts in 2021-22. AISD teachers have a similar breakdown in years of experience compared to the peer districts; however, AISD has the greatest percentage of teachers with zero to five years of experience at 34.8 percent (representing the combination of beginning teachers and teachers with one to five years of experience).

Figure 12. Teacher Years of Experience Percentage, AISD and Peer Districts, 2021-22
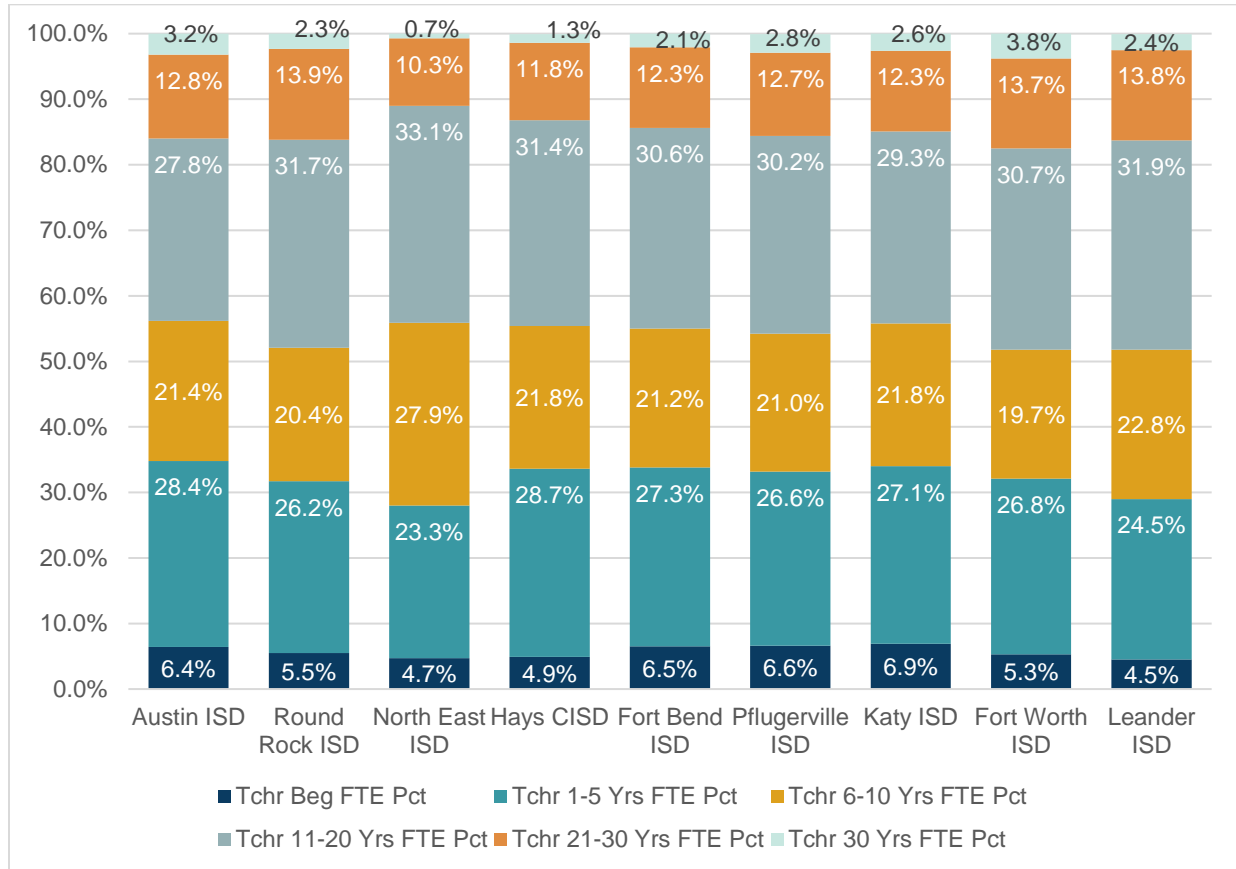
Source. TEA Texas Academic Performance Reports, 2021-22

Figure 13 illustrates the percentage of experience levels for newly hired teachers in 2021-22. The majority (64 percent) of teachers hired into the District in 2021-22 had no prior teaching experience.

Figure 13. Total Experience of Newly Hired Teachers, 2021-22
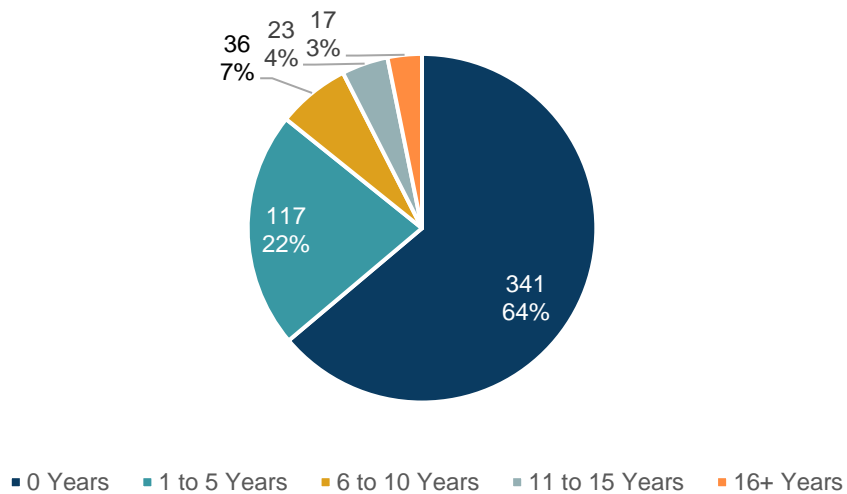
Source. Texas Association of School Boards Pay Systems Maintenance Draft, 2022

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Figure 14 presents the teacher average base salary for AISD and its peers in 2021-22, according to TEA TAPR data. At $56,424, AISD ranks second lowest among its peers.

Figure 14. Teacher Average Base Salary, AISD, State, and Peer Districts, 2021-22
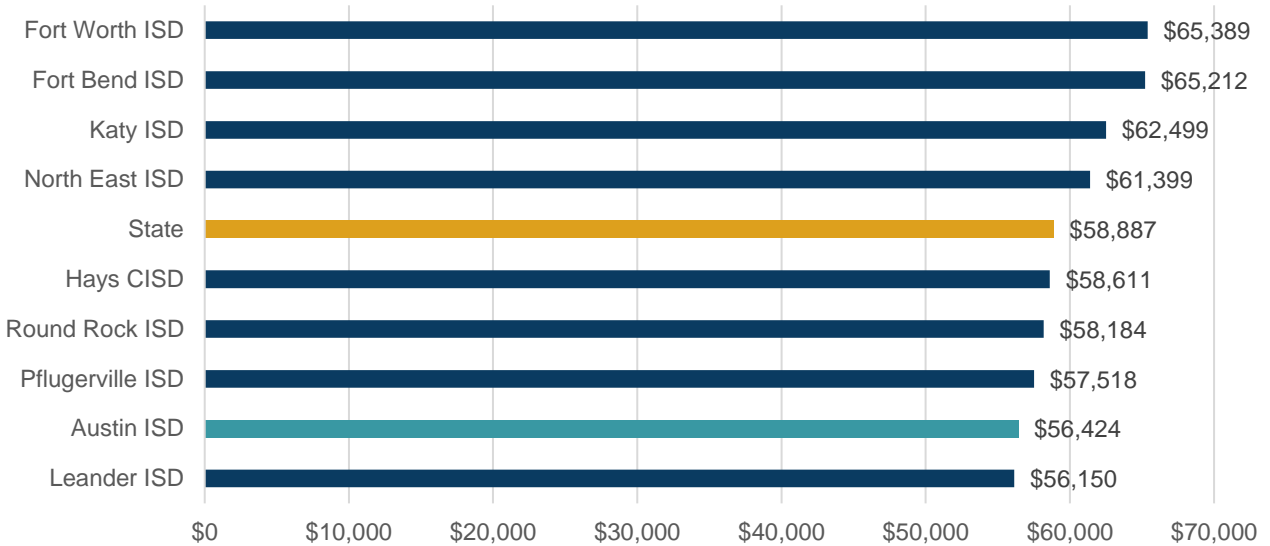
Source. TEA Texas Academic Performance Reports, 2021-22

In January 2022, the Texas Association of School Boards (TASB) conducted a salary/pay study to evaluate District compensation levels. The TASB analysis compared AISD teacher pay levels by intervals of years of experience to 15 peers, listed in Table 6.

Table 6. TASB Market Peers, 2022

TASB Market Peers		
Bastrop ISD	Del Valle ISD	Dripping Springs ISD
Eanes ISD	Elgin ISD	Georgetown ISD
Hays CISD	Hutto ISD	Lake Travis ISD
Leander ISD	Lockhart ISD	Manor ISD
Pflugerville ISD	Round Rock ISD	San Marcos CISD

Source. TASB Market Study, 2022

Figure 15 shows the AISD 2021-22 average PPfT teacher pay levels compared to the TASB peer (market) group. According to TASB's analysis, PPfT pay levels are above the market median for teachers with zero to 10 years of experience, but below for teachers with 15-20 years of experience.

The average teacher base salary reported in the Texas Academic Performance Reports (TAPR) data of $56,424 roughly aligns with TASB's PPfT average of $56,489. Therefore, the conflict reflected in these comparisons (above market median according to TASB and below according to TAPR) can be attributed to peer selection.

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In an effort to increase the competitiveness of the District's compensation package, the AISD Board of Trustees approved a two percent of midpoint pay grade increase for teachers in 2022-23, as well as a $1,000 base pay increase and a $2,000 retention raise for all teachers. Additionally, in May 2023, the Board agreed to a plan which would increase all classified employee wages by $4 per hour, increase teacher and campus professional salaries by 7 percent, and increase administrative professional salaries by 3 percent.

Figure 15. Comparison of AISD Average Teacher Pay Levels (PPfT) to TASB Peer (Market) Group Medians, 2021-22
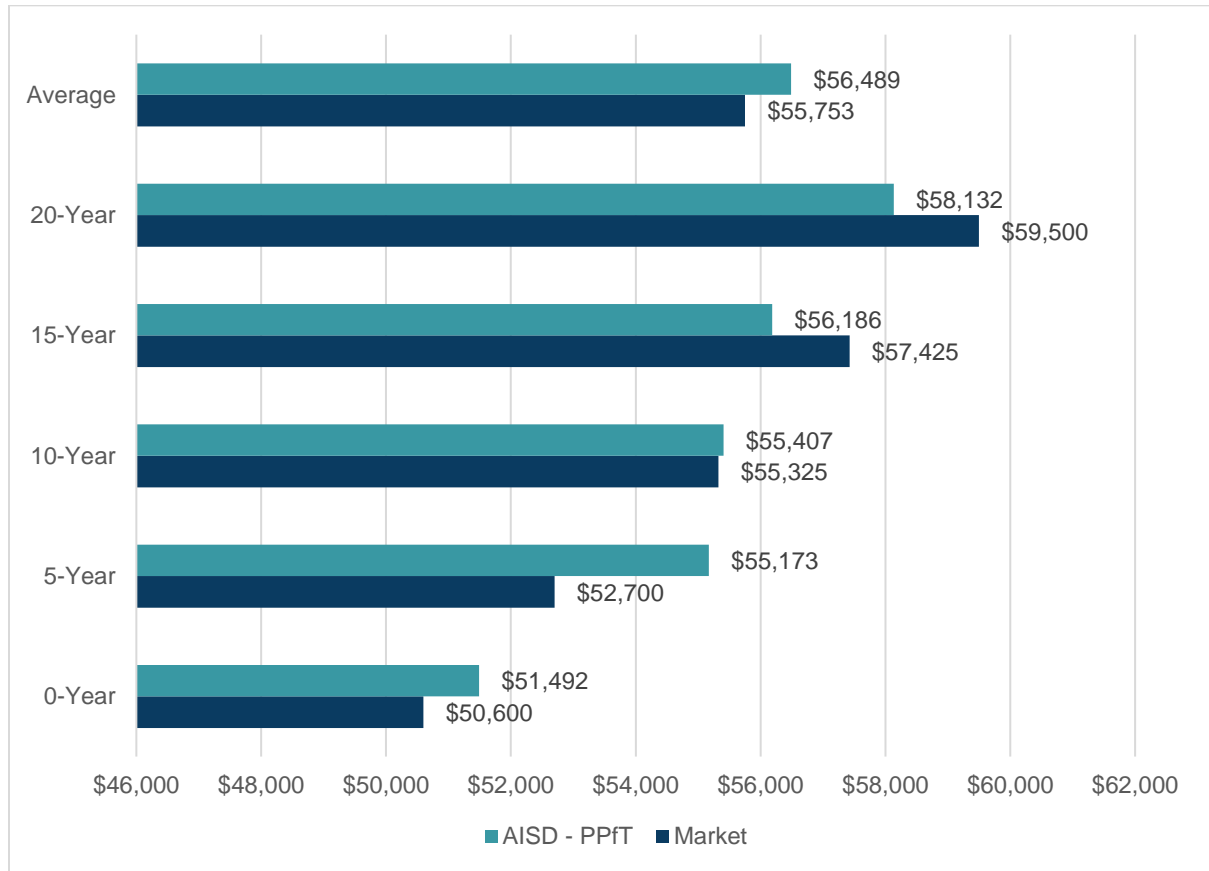
Source. TASB Market Study, 2022

Figure 16 compares AISD's average actual salary for central administrators (all administrators with a central office ID, not a specific school ID) to its peer districts. At $152,198, AISD's average central administrator salary is the highest among its peers.

Figure 16. Average Actual Salary, Central Administration, AISD and Peer Districts, 2021-22

District	Salary
Austin ISD	$152,198
Fort Bend ISD	$151,424
Fort Worth ISD	$147,572
Leander ISD	$139,061
Round Rock ISD	$128,494
Hays CISD	$126,064
Katy ISD	$125,602
North East ISD	$111,503
Pflugerville ISD	$98,315
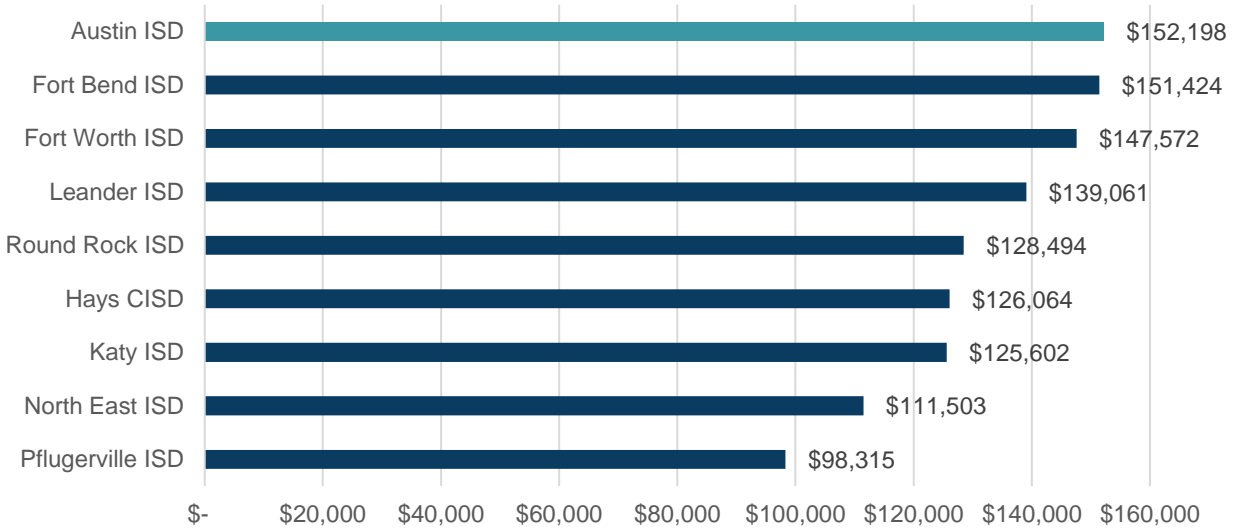
Source. TEA Texas Academic Performance Reports, 2021-22

Figure 17 compares AISD's average actual salary for campus administrators (principals, assistant principals, and other admin with a specific school ID) to its peer districts. At $91,811, AISD's average campus administrator salary is the second highest among its peers.

Figure 17. Average Actual Salary, Campus Administration, AISD and Peer Districts, 2021-22

District	Salary
Fort Bend ISD	$96,816
Austin ISD	$91,811
Katy ISD	$91,552
Fort Worth ISD	$90,564
Hays CISD	$88,405
Leander ISD	$86,322
North East ISD	$86,174
Pflugerville ISD	$85,345
Round Rock ISD	$82,178
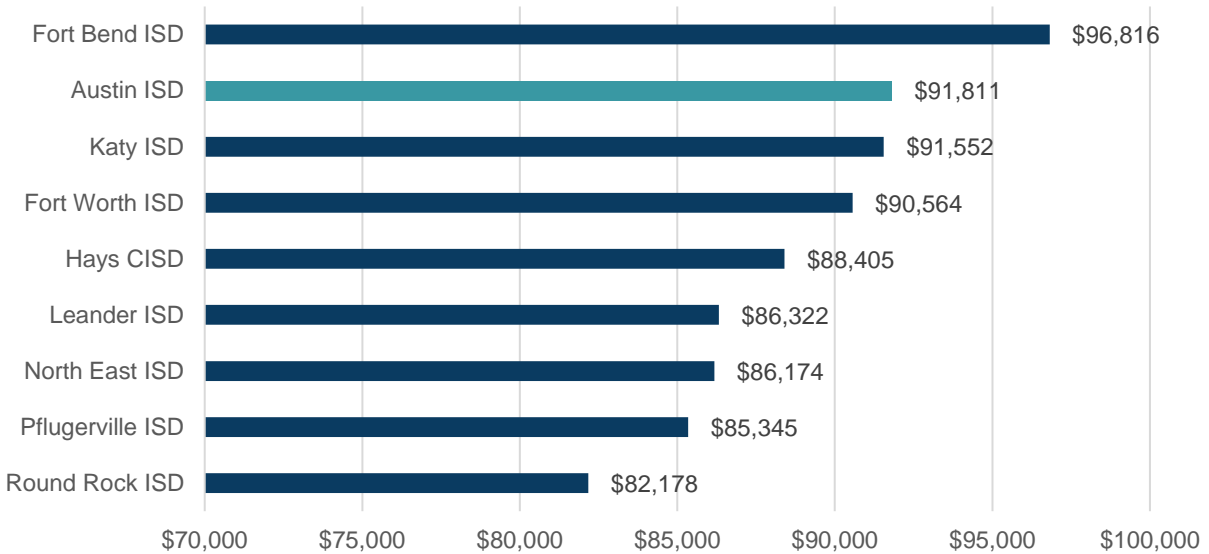
Source. TEA Texas Academic Performance Reports, 2021-22

Figure 18 compares AISD's average actual salary for professional support (therapists, nurses, librarians, counselors, and other campus professional personnel) to its peer districts. At $74,370, AISD's average professional support salary is third highest among its peers.

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Figure 18. Average Actual Salary, Professional Support, AISD and Peer Districts, 2021-22

District	Salary
Fort Bend ISD	$77,524
Fort Worth ISD	$74,664
Austin ISD	$74,370
Katy ISD	$73,165
Round Rock ISD	$70,001
Hays CISD	$69,967
Leander ISD	$69,126
Pflugerville ISD	$69,012
North East ISD	$68,869
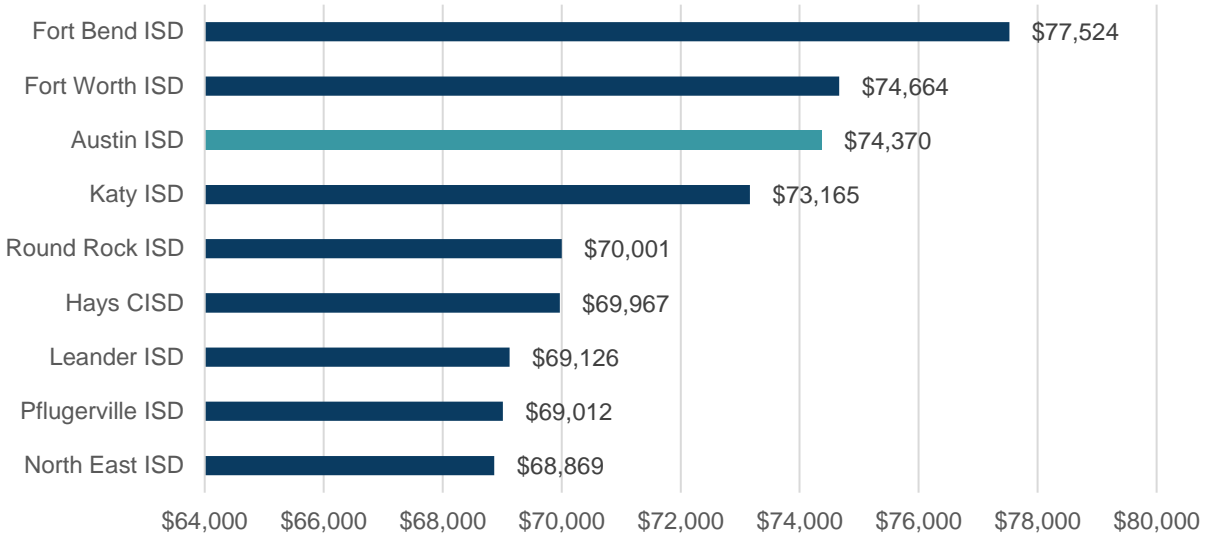
Source. TEA Texas Academic Performance Reports, 2021-22

Overall, traditional staff ratios suggest that AISD is inefficiently staffed, due in large part to a 12-percentage point student enrollment decline since 2017-18 and accompanied with a 7 percentage point staff FTE decline. The District has increased the diversity of its teacher workforce in recent years, but its educators, on average, have fewer years of experience compared to peer districts. Additionally, PPfT compensation and the recent pay increase have made AISD's average teacher compensation more competitive, but it still trails the majority of District's in the surrounding area.

Additional staffing data, such as compensation, turnover trends, and comparisons, will be presented throughout the remainder of the report.

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Chapter 3: Organization and Management

This Chapter describes the legal and policy framework of human resources management at Austin ISD, and assesses the performance management, organizational structure, and administration of the Human Capital Department.

Regulatory Environment

Laws and regulations at the federal, state, and local levels regulate how school districts ensure equal employment opportunities, make hiring decisions, determine pay wages, meet the special needs of employees, assess performance, and provide required protections. The AISD Board charges the Human Capital Department with monitoring and ensuring compliance of these laws, regulations, and rules. The Board's Legal and Local policies pertaining to personnel and employment are located primarily in Section D (Personnel) of its online policy manual, which is posted on the District's website.[2]

Federal Law and Mandates

The primary federal laws pertaining to employment – that require AISD compliance – include the following:

- Title VII of the Civil Rights Act of 1964 prohibits employers from discriminating in hiring or pay based on a person's race, religion, sex, or national origin. It also prohibits sexual harassment.

- The Fair Labor Standards Act (FLSA) sets the federal minimum wage and requires time-and-a-half overtime pay for hourly employees who work more than 40 hours in a week.

- The Family Medical Leave Act (FMLA) provides that eligible employees – those with at least one year of service – can take up to 12 weeks per year of unpaid, job-protected time off for the birth of a child or adoption of a child or to care for themselves or a sick child, spouse, or parent who has a serious health condition.

- The Age Discrimination in Employment Act prohibits employers from discriminating in any way against applicants or employees older than 40 because of their age.

- The Americans with Disabilities Act (ADA) prohibits job discrimination against qualified people with disabilities (i.e., those who can perform the job's essential functions with or without a reasonable accommodation).

- The Uniformed Services Employment and Reemployment Rights Act (USERRA) makes it illegal to discriminate against employees who volunteer or are called to military duty. Whenever reservists return from active military duty tours of less than five years, they must be reemployed in their previous job or one that is equal to it.

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[2] https://pol.tasb.org/PolicyOnline?key=1146.

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- The Equal Pay Act (EPA) requires that female employees receive the same pay as male employees for equal work or jobs that require equal skill, effort, and responsibility.

- The Occupational Safety and Health Act (OSHA) requires employers to run a business free from recognized hazards.

- The Pregnancy Discrimination Act (PDA) prohibits job discrimination based on pregnancy, childbirth, and related medical conditions.

- The Immigration Reform and Control Act (RCA) makes it illegal to hire and employ illegal aliens and requires that employers verify identification and workplace eligibility of all new hires by completing I-9 forms.

AISD Board Policy

Several AISD Board policies govern the Human Capital Department and human resource function. Board policies are categorized as Legal or Local policies. Legal policies are required by state or federal law, and must be adopted by all school boards in Texas. Local policies are enacted by school boards based on the needs of their individual school district, and as such can differ from district to district. Following is an overview of the key AISD Board policies related to human resources.

- Policy DAA (LEGAL) establishes that the District is an equal opportunity employer committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention, and other personnel actions.

- Policy DAB (LEGAL) establishes that the District is committed to nondiscrimination with regard to age, race, national origin, ancestry, and other human capital factors.

- Policy DBA (LEGAL) establishes the credential requirements for professional personnel, paraprofessional employees, and bus drivers.

- Policy DIA (LEGAL)/DIA (LOCAL) states that the District prohibits sexual harassment and any other type of harassment to school personnel at school or any school sponsored activity.

- Policy DGBA (LOCAL) establishes the four-level employee complaint and grievance process for AISD and includes general guidance and protocol for handling complaints or grievances.

Human Capital Department Organization

The Human Capital Department is led by a Chief Human Capital Officer (CHCO) who reports to the Superintendent and serves on the Superintendent's Executive Leadership Team. The CHCO is responsible for providing leadership and coordination among the Offices of Human Capital. Additionally, the CHCO is

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responsible for the direction, supervision, and review of performance, coordination of activities, and reporting of results to the Superintendent and other District officials. Other duties include:[3]

- Maintaining contact with outside organizations for the purpose of obtaining pertinent support service information;

- Developing plans and implementing Department goals and objectives;

- Administering human resource policies that ensure compliance by the District with legislation;

- Overseeing all employee compensation issues in the District;

- Participating in the selection of new employees and making recommendations regarding the hiring, discipline, transfer, and termination of subordinate employees; and,

- Providing an exceptional customer experience for all AISD stakeholders with intentional and professional practices.

Ninety-nine positions report under the CHCO. Figure 19 presents the AISD Human Capital Department organizational chart for 2022-23 (from the CHCO to Directors). Subsequent figures (20 and 21) provide magnified visuals of the organizational chart, split by the "Systems" and "Development" sides, and include all positions.

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[3] AISD Chief Human Capital Officer job description (last revised December 2021).

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Figure 19. AISD Human Capital Department Organizational Chart, CHCO to Directors, 2022
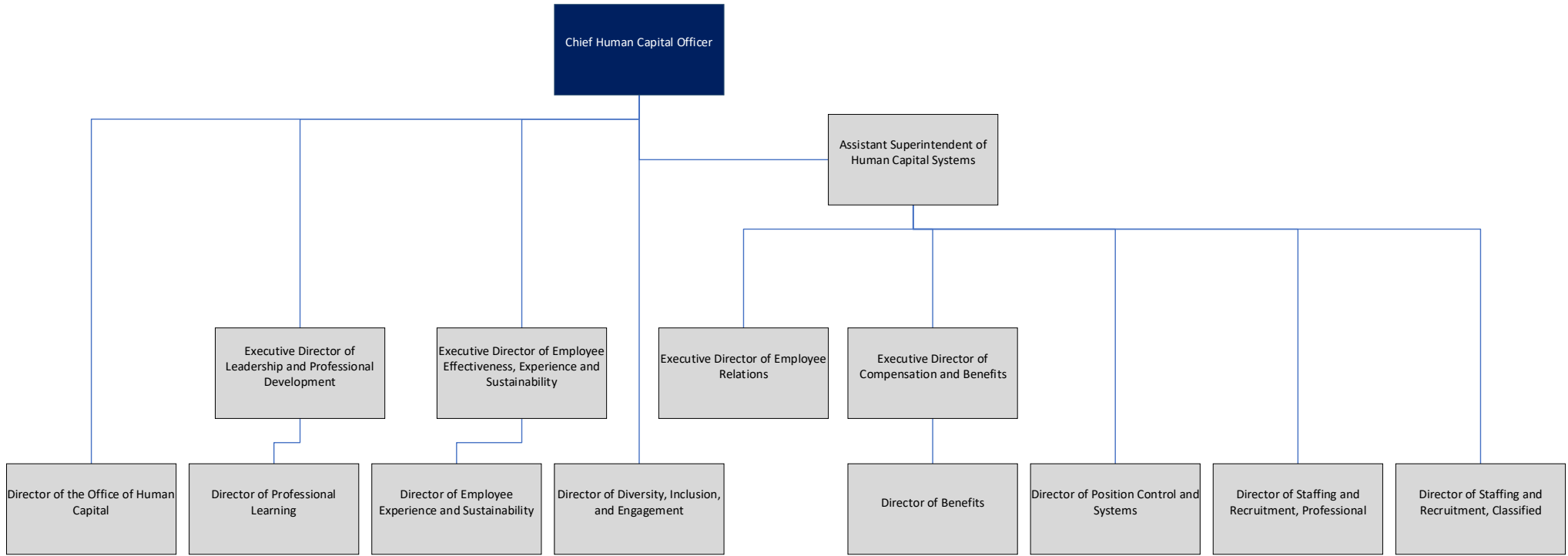
Source. AISD HC Organizational Chart, 2022-23

Figure 20. AISD Human Capital Department (Development Side) Organizational Chart, 2022
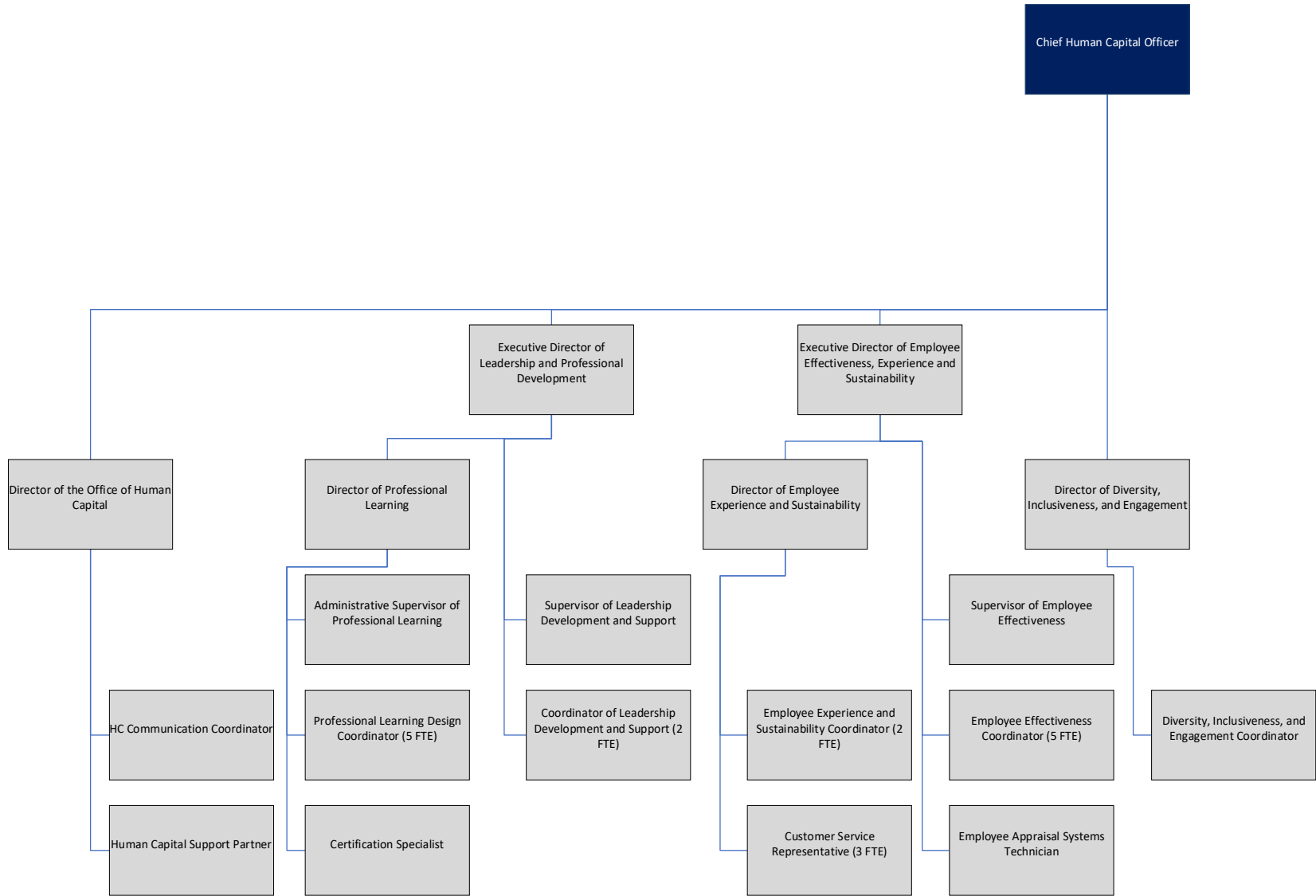
Source. AISD HC Organizational Chart, 2022-23

Figure 21. AISD Human Capital Department (Systems Side) Organizational Chart, 2022

Source. AISD HC Organizational Chart, 2022-23

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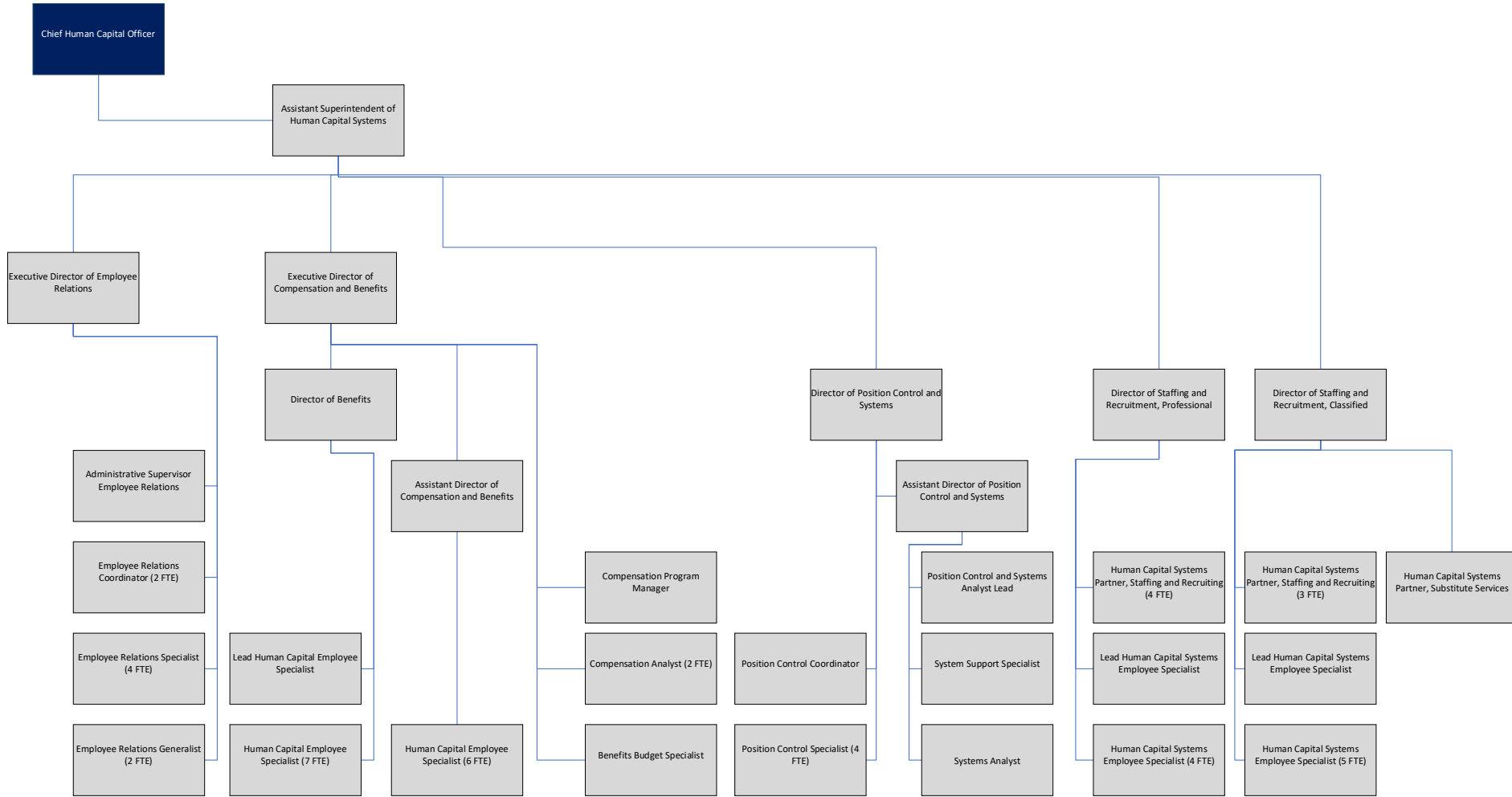
Five positions and an administrative assistant report directly to the CHCO. The distribution of their roles and responsibilities is as follows:[4]

- The **Assistant Superintendent of Human Capital Systems** oversees 62 positions in four divisions: Employee Relations, Compensation and Benefits, Position Control, and Staffing and Recruitment. The Assistant Superintendent is responsible for the executive direction, supervision and review of performance, coordination of activities, and reporting of results for those four divisions.

- The **Executive Director of Employee Effectiveness, Experience, and Sustainability** oversees 14 positions across two divisions: Employee Effectiveness and Employee Experience and Sustainability. The Executive Director is responsible for supporting District leadership, campuses, and departments in embracing and executing adaptable implementation practices and employee effectiveness learning opportunities for all staff.

- The **Executive Director of Leadership and Professional Development** oversees 12 positions across two divisions: Professional Learning and Leadership Development. This position is responsible for supervising, developing, and facilitating the District's leadership development programs and supports, particularly for the pipeline development of strong equity-focused leaders of campus and central-office level positions. Additionally, this position oversees the District's professional learning initiatives.

- The **Director of Diversity, Inclusion, and Engagement** oversees one position and helps to fulfill the District's vision to recruit, support, and retain diverse staff. This position develops an action plan to recruit diverse talent, advocates for equitable staffing, and engages with staff to develop innovative supports. Additionally, this position is responsible for developing ongoing university relationships that will strengthen AISD's pool of qualified applicants.

- The **Director of the Office of Human Capital** oversees two positions and is responsible for performing human capital consultative work with District staff and external agencies. This position acts on behalf of the CHCO when needed. Additionally, this position supports the CHCO in communicating and interfacing with District staff, governmental entities, boards, community stakeholders, and the general public.

The AISD Human Capital Department uses a variety of technology tools to perform its major transactional and reporting processes. The list below includes information systems that are currently in use; however, as discussed above, the Department is in the process of implementing a new ERP system (*Frontline)* that will replace several of these tools (*Kronos, S3, Talent Management).* The District is currently planning to activate the finance/HR modules of the new ERP in the summer of 2023. These tools include the following information systems:

- ***Frontline Recruit and Hire*** (*AppliTrack*) – for job posting and applicant tracking.

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[4] AISD HC job descriptions, provided to Gibson by the Department.

- ***Frontline Absence Management*** – formerly known as AESOP, to manage employee absences and substitute assignments.

- ***Laserfiche*** – for records management.

- ***Benefits Solver*** – for benefits enrollment and management.

- ***Kronos*** – for time and attendance, absence management, and leave scheduling.

- ***Infor Lawson (S3)*** – for budgeting, payroll, and other transactional financial operations.

- ***PowerSchool (HCP)*** – for employee appraisals and tracking of professional learning participation.

- **"Let's Talk" by K12 Insight –** a cloud-based platform used to digitally respond to questions and concerns from AISD employees.

- **Social Media Intelligence Portal –** for social media monitoring of candidates and current employees.

- **Texas Education Agency (TEAL)** – for access to Educator Certification for Entities (ECOS), Misconduct Reporting Portal, and Registry of Persons Not Eligible for Employment.

- **Texas Department of Public Safety (DPS)** – for fingerprints, criminal history checks, and to subscribe to employees.

- ***BLEND (Canvas)*** – for remote onboarding and professional learning via interactive videos.

- **Talent Management –** a collection of *Excel* spreadsheets used for personnel management.

The specific modules of each system and further details of their usage are discussed later in this report.

Human Capital Department Staffing and Expenditures

Table 7 presents actual operating expenditures, by object code or type of expenditure, for the Human Capital Department from 2017-18 to 2021-22, along with the percentage change in total expenditures from the prior year. Expenditures have fluctuated over the last five years with a net increase of 11 percent since 2017-18. The most significant variance (48 percent increase) occurs in Professional and Contracted Services and is the result of the District contracting with Social Media Intelligence Portal for social media screening. In 2021-22, expenditure data shows $715,622 charged to the HC Department for social media screening. The increase in 6100 Payroll Cost between 2018-19 and 2019-20 is due to a 331 percent spike in teacher retirement payments.

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Table 7. AISD General Fund Expenditures, Human Capital Department, 2017-18 to 2021-22

HC Department	2017-18	2018-19	2019-20	2020-21	2021-22
6100 Payroll Cost	$8,791,039	$8,219,364	$13,270,500	$12,430,852	$9,432,030
6200 Professional and Contracted Services	$831,297	$770,590	$899,131	$623,018	$1,233,255
6300 Supplies and Materials	$599,379	$496,026	$290,191	$351,452	$715,921
6400 Other Operating Costs	$152,659	$227,315	$165,662	$106,407	$176,824
Total HC Expenditures	**$10,374,375**	**$9,713,297**	**$14,625,484**	**$13,511,730**	**$11,558,032**
Percent Change from prior year		(6.3%)	50.6%	(7.6%)	(14.5%)

Source. Expenditure data provided by AISD

A significant benchmark metric in human resources is called the "employee to human resources ratio," which represents the number of every 100 employee FTEs per human resources FTE. It allows an organization to compare its human resources staffing levels to its primary cost driver – the number of total employees. A lower ratio reflects less efficient staffing relative to the number of employees. Table 8 presents AISD's employee to human resources ratio for the last five years.

Table 8. Ratio of AISD Employees (/100) to Human Capital, 2017-18 to 2021-22

Metric	2017-18	2018-19	2019-20	2020-21	2021-22
District Employees (FTE)	11,379	11,099	11,005	10,940	10,565
Human Capital (FTE)	100	89	90	91	99
100 Employees-to-HR Ratio	1.14	1.25	1.22	1.20	1.07

Source. Staffing data provided by AISD

The Council of Great City Schools (COGCS) collects data from large urban districts around the United States and calculates performance measures on an annual basis for many district functional areas, including human resources. One of the efficiency measures tracked is the "human resources cost per district staff FTE."

The audit team compared AISD's human resources cost per District FTE to the median in the COGCS benchmark data for the years data is available. Table 9 shows that AISD's human resources cost per FTE falls within COGCS' upper quartile in all years except 2018-19.

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Table 9. HC Cost per District FTE and COGCS Median, 2017-18 to 2021-22

Year	HC Expenditures	FTE	AISD HC Cost per FTE	COGCS Lower Quartile	COGCS Median	COGCS Upper Quartile
2017-18	$10,374,375	11,379	$911	$438	$608	$845
2018-19	$9,713,297	11,099	$875	$454	$654	$989
2019-20	$14,625,484	11,005	$1,329	$420	$583	$984
2020-21	$13,511,730	10,940	$1,235	$403	$656	$1,005
2021-22	$11,558,032	10,565	$1,094	Not Available	Not Available	Not Available

Source. Staffing data through TAPR and expenditure data provided by AISD

Findings and Recommendations

Finding 1: AISD's ERP implementation lacks certain components, putting the success of the overall implementation at risk.

An Enterprise Resource Planning (ERP) system allows an organization to integrate some of its core operating functions such as human resources management, financial management, and personnel management. The implementation of a new ERP is a significant undertaking and requires substantial planning and coordination across a large group of stakeholders. There are six general stages of a successful ERP implementation[5]:

- Discovery and Planning – includes establishing the project team, deadlines, and required resources. This stage may also include choosing the correct ERP after conducting an organizational needs assessment.

- Design – includes the documentation of current workflows and processes to better understand the needs of an organization. This documentation informs the design of the new ERP's workflows.

- Development – includes the configuration and building out of workflows in the new ERP. This step would also include the migration of existing data.

- Testing – this step is critical in that it allows the organization to test the workflows and processes it established in the development stage. If any issues arise, they can then be fixed prior to the ERP's deployment. This stage also includes the development of training content.

- Deployment – the ERP "goes live." Some organizations opt to "go live" with specific modules over time instead of the entire system at once. This stage is concurrent with rigorous technical support for all impacted stakeholders.

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[5]Schwarz, L. "Six Key Phases of an ERP Implementation Plan." Oracle - NetSuite.
https://www.netsuite.com/portal/home.shtml. Accessed April 20, 2023.

- Support – includes supporting staff members as well as receiving feedback. This may lead to minor changes as the organization continues to adapt to the ERP system.

In recent years, AISD did not have a comprehensive ERP system, and selected *Frontline* as its new ERP software in the spring of 2021. The District's planning process began in May 2021. The system was intended to go live in June 2022; however, due to several implementation problems, was delayed until June 2023. The implementation team consists of over 100 individuals, including:

- External contractors responsible for project management, process mapping, and training;

- Executive sponsors (Chiefs) responsible for decision-making;

- Functional leads (Executive Directors and Directors) responsible for day-to-day project ownership;

- Subject Matter Experts (varied titles within District) responsible for targeted input; and,

- *Frontline* implementation specialists.

Because the new ERP system impacts most of the Human Capital Department's core functions, the audit team conducted interviews and analysis to evaluate the District's progress in implementing *Frontline*. Gibson found issues in nearly all phases of implementation, putting its success at risk. Those issues are presented in Table 10.

Table 10. ERP Implementation Issues

Implementation Phase	Issue
Discovery and Planning	Project ownership currently falls under the Technology Department. Ideally, project ownership should fall under either the Finance Department or HC Department, as they are the functional experts. Information Technology (IT) should serve as the technical experts but are generally not directly familiar with the processes and workflows that drive financial and HR operations.
	Implementation status meetings rarely have all parties in attendance. This has required the project manager to set up meetings with individual executive sponsors, which precludes conversation/collaboration across departments.
	The executive sponsors are driving the day-to-day implementation when it should be the functional leads. These are often the positions with the most detailed knowledge of current systems, processes, and operational need.
	Critical planning/strategic documents were not established at the beginning of the implementation (methodology, statement of work, decision-making framework, issue escalation). Some of these have since been created by AISD's project manager.
Design	The process of documenting "as is" processes began late (late 2022) and did not include the internal end users that know the processes best.
	As of March 2023, AISD and *Frontline* were not aligned on several critical District needs (e.g., how employee leave is tracked) and the system's capability.

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Implementation Phase	Issue
Development	Student and business data is not being sufficiently audited prior to the migration. Data quality has been raised internally as an issue and, if not corrected prior to migration, the same issues will persist in the new ERP.
	The District plans to bring in a single year of data (both student and business), but it is important to have three to five years for consistent reporting purposes and system functionality.
Testing	At the beginning of the implementation, there was not a plan for a full testing environment. The original approach was to "go live" and fix issues as they appear.
	For months after deployment, the District plans to enter data in both the ERP and spreadsheets. The spreadsheets will be used, in effect, as a contingency. This is the result of insufficient testing prior to deployment. The HC Department added 11 positions to manage this significant data entry effort.
Deployment	The District plans to deploy all *Frontline* modules in one year. Traditionally, an ERP implementation requires three years – finance modules in year one, payroll modules in year two, and human resources modules in year three.

Source. Gibson Consulting Group, based on interviews with the ERP implementation team

Recommendation 1: Test all modules prior to the deployment of the new ERP system.

At this stage in the ERP implementation, the highest leverage action the District can take will be to rigorously test all of the new modules within *Frontline.* Testing will have two key benefits:

- It will allow the District to identify any significant data integrity issues; and,

- It will provide the District the opportunity to identify and correct any problems related to workflows.

Given the fact that payroll will "go live" in June 2023, testing should be focused on payroll, specifically related to the accuracy of account codes, pay matrices, pay types, and wage statuses.

Additionally, testing will limit the need for the ongoing dual entry of data. This will allow the HC Department to strategically repurpose the 11 positions added under the position control unit.

Management Response*: Management agrees with this recommendation. A Quality Assurance (QA) and Business Analyst (BA) contracted team was deployed 12 weeks in advance to the launch date to test different scenarios for all modules going live July 1st. Metrics are being captured in a dashboard to assess progress, identify risks, and provide corrective actions for project blockers.*

Finding 2: The HC Department's Key Performance Indicators (KPIs) do not support efficiency or effectiveness.

AISD uses a scorecard to assess progress on its 2020-25 Strategic Plan. The scorecard includes 17 goals; according to interviews, the HC Department is responsible for two of them:

- Goal 9 – the retention rate for teachers remaining in teacher positions and remaining at Title I schools will increase from 80.5 percent to 90 percent by August 2026; and,

- Goal 10 – the retention rate for staff (not including teachers) will increase from 85 percent to 90 percent by August 2026.

The HC Department, however, has not developed the strategic framework (i.e., objectives, approach, and metrics) necessary to achieve these goals, which has limited its effectiveness.

The document that currently acts as the Department's operating plan and drives its work is the "Office of Human Capital Key Performance Indicators." It includes KPIs for each major functional area within the HC Department (e.g., employee effectiveness) and is used to report the status of each KPI monthly. Table 11 presents the KPIs tracked by the HC Department.

Table 11. HC Department Key Performance Indicators, October 2022

Function	KPI
Customer Service, Employee Recognition and Support	"Let's Talk" dialogues received and supported
	Submitted and processed Raves
	Supported calls to main AISD phone lines
	Staff attending customer service training
	Employee Experience and Recognition events
Employee Effectiveness	% walkthroughs on track to be completed on time
	% formal observations complete
	% appraisers certified
	% of teacher student learning objectives on track
	% of counselors/librarian appraisals on track
	% of campus admin appraisals on track
Professional Learning	Number of roster status changes in HCP courses
	Student teacher placements / % at Title I campuses
	Novice teachers receiving mentorship
	Number of HCP sections available to staff
	% of instructional coaches rating Strongly Agree/Agree for meaningfulness and value of professional learning sessions
	% of staff met PLED requirements

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Function	KPI
Leadership Development and Support	Number of campus visits or touchpoints for administrator coaching
	# of individuals who attended training sessions
	# of individuals who attended assessment centers
	# of individuals submitting a Hirevue
	% of cohort members (P3, AP3, AP Learning Series) rating Strongly Agree/Agree for meaningfulness and value of professional learning sessions
	% of assessment center participants meeting the criteria to enter the principal and AP pool
Employee Relations	Terminations/Resignations in Lieu – Chapter 21
	Terminations/Resignations in Lieu – non-Chapter 21
	Placed in contract difficulty (Performance Improved; Employee Resigned/Retired; Irrelevant Contract; Presented to Board for Action)
	Investigations completed
	Grievances Resolved (Level 1, Level 2, Level 3, Level 4)
	EEOC complaints filed
	ADA requests filed
	Mediation requests
	Title IX reports
	Background checks (for employees)
	Background checks (for contractors)
	Social media checks
	New criminal history reports
Records	New hires
	Maintenance
	Separations
	Stipends
	Service records
Leave Office	Leave requests received
	Calls taken
	Employees on leave (Teacher)
	Employees on leave (non-Teacher)

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Function	KPI
Staffing and Recruiting	Average days to fill teacher vacancies
	Applicants of diversity hired
	Student-Teachers hired
	Vacancies on FDOS
	New hires – teachers
	New hires – other professionals
	Change of assignments (professional and classified)
	Resignation/retirements (professional and classified)
	Transfers processed (professional and classified)
	Other changes/services (professional and classified)
	New hires – regular employees
	New hires – temp/hourly
	New hires – substitutes
	Teacher sub requests
	Teacher filled rate

Source. Office of Human Capital Key Performance Indicators, 2021-22

The audit team observed several issues related to the KPI document:

- In an effective operating plan, KPIs are a component of action plans which are tied to strategies and objectives. The HC Department's KPI document does not include strategies and objectives. As a result, the relevance and purpose of most KPIs are unclear (e.g., "supported calls to main AISD phone lines").

- There are no benchmarks associated with the various KPIs, inhibiting the Department from evaluating its own progress.

- Compensation and Benefits – a central function of the HC Department – does not appear on the document.

- Due to the unreliability of certain data, a critical KPI – average days to fill teacher vacancies – shows no entries on the monthly tracker.

- Strategic Goals 9 and 10 – ostensibly the Department's primary goals – do not appear on the document, nor are they explicitly tied to any of the listed KPIs.

Because the HC Department lacks an effective performance measurement framework, its operations cannot be properly evaluated. This often results in diminished effectiveness which the audit team identified instances of in the results from Gibson's staff survey. Questions related to satisfaction with what are

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generally considered "core" human resources functions (benefits, compensation, evaluations, development) show noticeably high disagreement levels (30 percent or above). Figure 22 presents the results to several of those questions.

Figure 22. Gibson Staff Survey Results: Core Human Resources Functions
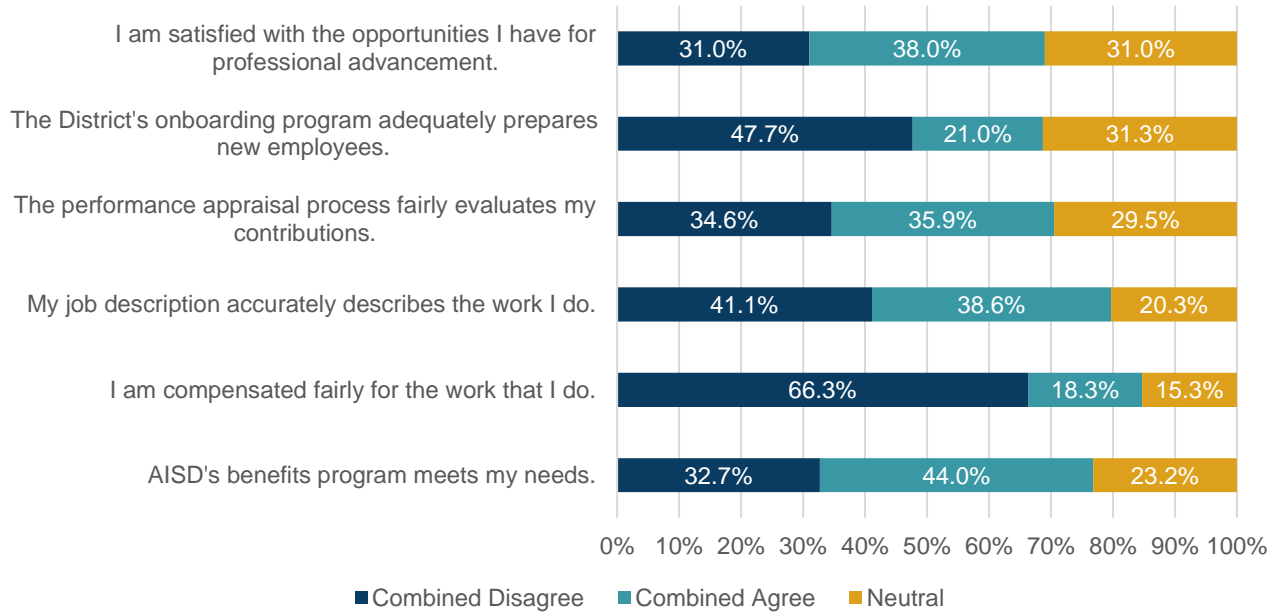
Source. Gibson Consulting Group – AISD staff survey

Recommendation 2: Align the HC Department's KPIs with its strategic objectives.

The HC Department should develop KPIs that explicitly connect its day-to-day operations to its goals and objectives. Using the goals defined in the District scorecard, HC Department leadership should build out the action plans that will organize efforts and the KPIs that will drive progress.

Table 12 presents examples of commonly tracked and reported indicators for consideration.

Table 12. Human Capital Metrics by Function and Domain

Function	Efficiency and Effectiveness Indicators and Metrics
Global Performance and Financial Management	Student-to-Staff Ratio
	Student-Teacher Ratio
	Number of District employees per HC FTE
	HC Department cost per District FTE
	Average HC customer service response times
	Average performance rating on HC customer survey
	Employee-related litigation expenditures as a percentage of payroll
	Substitute expenditures as a percentage of salaries and wages, by campus

Function	Efficiency and Effectiveness Indicators and Metrics
Recruitment and Hiring	Average days from position vacancy to recommendation by hiring manager
	Average days from recommendation by hiring manager to start date
	Number of employment applications processes per FTE
	Teacher vacancies unfilled on the first instructional day
	Non-certified teachers as a percentage of total teachers
	Percentage of teachers by ethnicity, compared to percentage of students by ethnicity
	Number of new Equal Employment Opportunity (EEO) complaints by reason
Employee Satisfaction and Safety	Employee turnover rate, by employee group
	Teacher turnover rate, by campus
	New teacher (<1 year) turnover rate
	Number of new employee grievances by level
	Workers' compensation loss ratios by employee type
Benefits and Compensation	Rank of average salary, by position type, among peer districts
	Benefits cost per enrolled employee
	Benefits as a percentage of salaries and wages

Source. Gibson Consulting Group

The following steps should be applied in the development of KPIs:

1. Define the KPIs, including the benefit of calculating it.

2. Define data elements needed to calculate the measures. The exact definition of each data element should be identified, along with the source of data and the timing of when they are collected. Many Texas districts collect operational and administrative statistics at the same time as the fall Public Education Information Management System (PEIMS) submission, so aggregate amounts can be reconciled to the official state record.

3. Collect and validate data – data collection should be centralized to support a single, standardized process. Since most data, other than financial, are not subject to an annual audit, the District must take steps to validate the data. This would include test audits and reasonableness testing.

4. Calculate measures – the calculations supporting each measure can be stored using database or spreadsheet software. Some financial and human resource systems support the entry of operational data and the calculation of measures; however, most are done using one of the two former methods.

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5. Conduct reasonableness test – the results of calculated measures should be evaluated for reasonableness. If the results of a measure look too good or too bad to be true, there is likely a data issue.

6. Conduct variance analysis – once the data are validated and reliable measures are produced, these measures can be analyzed over time and compared to standards or benchmarks. Caution should be taken to "explain away" unfavorable trends or variances. Additional data collection and analysis may be needed to fully understand a performance variance.

7. Report results – results should be reported annually in a format that is easily understood by the general public. Tools that create visualizations of data can also be used to support viewing and navigation of measures online.

8. Goal development – use the performance measures to develop targets for improvement in future years.

Management Response: *Management agrees with this recommendation. The metrics and KPIs that have been tracked over previous years do not align to the intended outcomes of the department. Beginning in January 2023, Human Capital began engaging in strategic planning specific to desired outcomes which are better aligned to the District's mission, vision and values. New metrics and KPIs will be developed based upon the goals set forth within that HC-specific strategic plan. That plan is expected to be complete and published by January 2024.*

Finding 3: The HC Department's organizational chart represents a misalignment of major functions, impeding collaboration.

The audit team applied several principles of organizational theory in its analysis of AISD's HC Department organizational chart, and among them were logical alignment of functions and organizational leveling.

Logical Alignment of Functions

The logical alignment of functions refers to the reasonableness of aggregate responsibilities and whether they align with the particular skills of leadership positions. For example, facilities maintenance, custodial services, grounds care, and energy management are often aligned under facilities management services. This represents a logical alignment of functions since each are related to the operation and maintenance of school facilities, and are often required to coordinate with each other in their daily operations.

The risk of misaligning a function is that the job description for the leadership position over that function may not have the skill requirements that support effective supervision and oversight of that function. This, in turn, could limit the unit's effectiveness and ability to achieve stated goals and objectives. Another risk of misalignment is that it can create organizational barriers that constrain necessary communications with other related departments.

Organizational Leveling

Organizational leveling helps demonstrate equity in an organizational structure. This is achieved in two ways. First, position titles (e.g., chief officer, associate superintendent) and responsibilities should be

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commensurate across the organization. For example, in a leadership hierarchy of assistant superintendent, director, supervisor, and coordinator, coordinators would ideally report to supervisors, supervisors to directors, and directors to assistant superintendents. If supervisors report directly to assistant superintendents, this could be perceived as a position of equal importance as a director position on the organizational chart since it reports to the same position.

Second, the same leadership position titles should visually be at the same horizontal level on an organizational chart. Otherwise, it could be perceived that one position is more important or more senior than the other, also contributing to perceived inequities.

The audit team analyzed the organizational chart of the HC Department provided by the District (in November 2022) and identified several areas for possible improvement. Figure 23 presents a replicate of the current HC organizational chart (from CHCO to Directors), and includes references to the several audit observations that follow.

Figure 23. Assessment of AISD Human Capital Organizational Chart
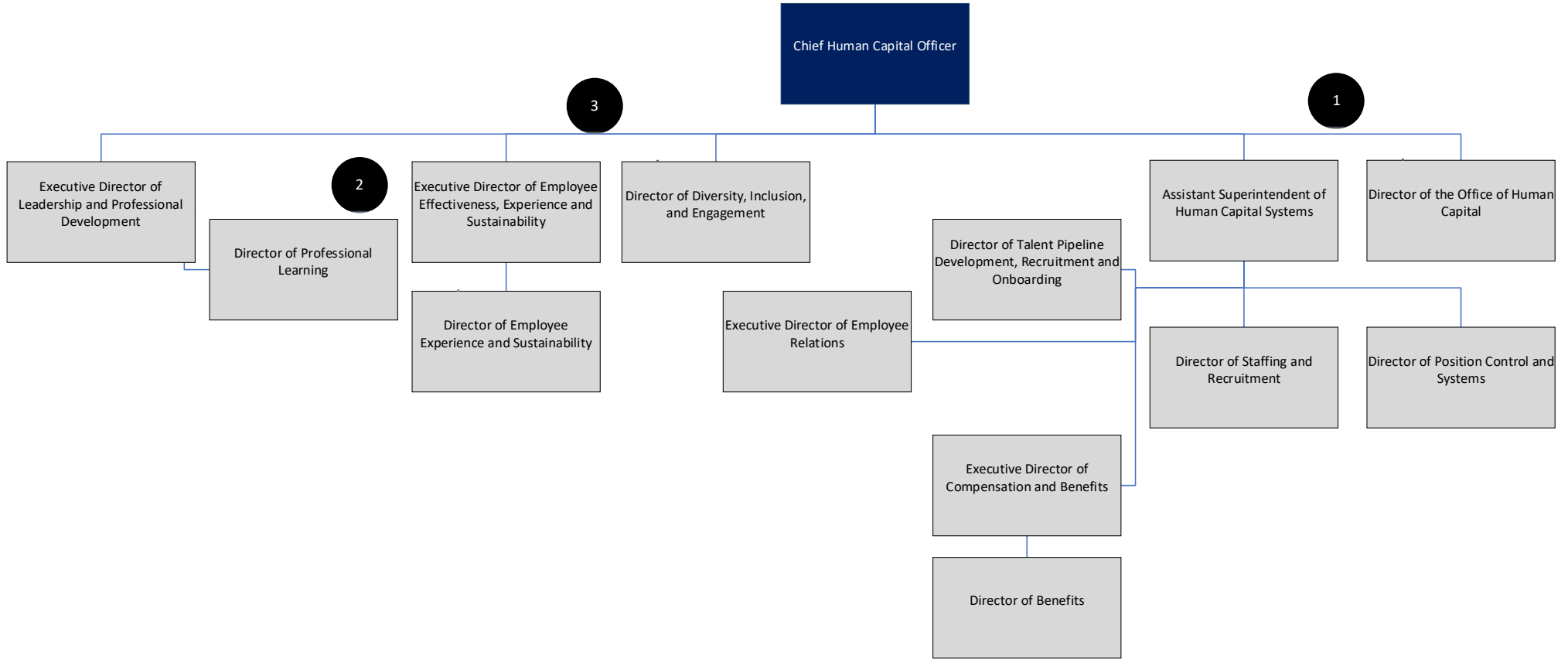
Source. AISD HC Organizational Chart, 2022-23

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See below for the observations referenced in the above chart.

1. The organizational chart visually presents three different position levels as equals. Two Executive Directors (Leadership and Professional Development and Employee Effectiveness, Experience, and Sustainability), two Directors (Office of Human Capital and Diversity, Inclusion, and Engagement), and the Assistant Superintendent of Human Capital Systems all appear at the same horizontal "level" of the organizational chart, indicating equivalent authority, responsibility, and pay. Additionally, positions with like titles do not appear on consistent levels across the organizational chart. For example, the Executive Director of Compensation and Benefits appears two levels below the other Executive Directors. These leveling issues create the possibility of perceived inequity as well as confusion for new staff members.

2. The HC Department's organizational chart represents a misalignment of functions. Currently, there are interdependent functions within the Department that, because of the structure of the organizational chart, are not collaborating effectively. For example, the District's professional learning program should be strategically informed by the needs identified in employee appraisals, but those two areas within Human Capital do not formally collaborate. Additionally, a high-functioning employee relations unit includes both the reactive side (investigations, terminations) and the proactive side (employee recognition, sustainability) – these sides are split in the current organizational chart.

3. The CHCO position currently has Directors, Executive Directors, and an Assistant Superintendent across as direct reports. In a traditional hierarchal organizational chart – which the Department employs – these reporting relationships should be consistent (i.e., coordinators report to supervisors, supervisors to directors, and directors to assistant superintendents). Reporting relationships imply levels of influence and authority which, if inconsistent, can cause confusion for employees and muddies the career trajectory of individual positions.

Gibson's interviews revealed some of the direct impacts these issues have had on HC employees and customers. In interviews, stakeholders both inside and outside the HC Department discussed barriers that currently exist within the Department – the siloed efforts and lack of collaboration between the "Development" side (Leadership Development, Professional Learning, Employee Recognition/Evaluation) and "Systems" side (Employee Relations, Recruiting, Compensation and Benefits). Additionally, HC customers discussed varying levels of quality of information, timeliness, and protocols depending on which HC unit they were working with.

Recommendation 3: Modify the HC Department organizational structure.

Restructuring the HC Department's organizational chart will benefit AISD in multiple ways. First, a more functionally-aligned organizational chart will allow for stronger accountability in the Department. Performance metrics can be more easily established within a functional area, which will allow managers to monitor progress and Department leadership to assess areas of strength and opportunities for improvement. Second, a functionally-aligned organizational chart will promote strong communication in the Department because of the clarity it provides. A functionally-aligned organizational chart still allows for collaboration across functional areas but defines the parameters of that collaboration in a way that provides clarity for employees.

Figure 24 illustrates the recommended realignment of functions for the Human Capital Department. The responsibilities of each unit – not necessarily separate positions – are depicted below and explained in the following bullets.

Figure 24. Proposed Functional Alignment for HC Department Organizational Chart

Source. Gibson Consulting Group

Below are explanations of the recommended realignment of responsibilities.

- Talent Development – responsible for the creation and administration of the District's professional learning program as well as its leader development programs. This function would also be responsible for the facilitation of the annual employee appraisal process.

- Employee Relations – responsible for the management of employee grievances and complaints, employee investigations, employee recognition programs, and employee discipline. This function would also be responsible for the development of the employee handbook.

- Compensation and Benefits – responsible for determining employee salaries and maintaining salary schedules, monitoring and tracking leave, classifications, and building out positions. This function would also be responsible for the management of the District's benefits program.

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- Talent Management – responsible for onboarding and processing new employees, processing transfers or reassignments, resignations, and terminations. This function would also be responsible for the fulfillment of the District's vision to recruit, support, and retain diverse staff. The records management function would also be included in Talent Management. This would entail creating personnel files for employees, verifying the information included in I-9s and social security cards, safely storing files, performing Privacy Impact Assessments (PIAs), destroying files, and generating and verifying information to be submitted through PEIMS.

- Talent Acquisition – responsible for posting position vacancies, recruiting candidates, and conducting initial screening of job applicants. The substitute program would also be aligned under this function.

Additional considerations would need to be given to the redistribution of current roles and responsibilities of the positions within the Department. This would include redefining job descriptions, skills, or qualifications required, and position classification if necessary. In implementing this recommendation, the HC Department should develop a migration plan to move from the current structure to the recommended alignment over the next two to three years.

Management Response: *Management partially agrees with this recommendation. A restructuring of the department is necessary and has been anticipated since the appointment of the new Chief Officer in October of 2022. The delay in the execution of the restructure is intentional in order to prioritize ERP implementation and delivery in July of 2023. The exact structure and layout of the reorganization will likely differ from what is recommended in this report, however, the need to realign divisions in order to systematize the work, improve efficiency and efficacy, flatten the overall structure and maximize resources will become the top priority in the fall of 2023.*

Finding 4: The HC Department's use of "Let's Talk" hinders its ability to support its customers.

"Let's Talk" by K12 Insights is an online tool that allows individuals to submit questions, comments, and concerns which are then routed to the relevant staff member. "Let's Talk" was launched at AISD in February 2019 and is currently used across the District as one of the primary mechanisms by which AISD communicates with the District community, both internal and external stakeholders.

For the Human Capital Department, "Let's Talk" is the primary way its customers get questions answered and report issues. Although phone numbers are listed on the AISD HC website, the option to reach out to the Department via "Let's Talk" is more prominent and the audit team's interviews confirmed that "Let's Talk" is intended as the central point of contact. However, due to the Department's approach to managing the "Let's Talk" platform, the HC Department is not serving its customers with the high levels of service for which it aims. The audit team's interviews with AISD staff both inside and outside of the HC Department consistently highlighted concerns about response times, transparency, and the Department's overall approach to the utilization of "Let's Talk." Additionally, "Let's Talk" dialogue data from the 2022-23 school year (July 2022 to April 2023) shows the following:

- The District's expectation for "Let's Talk" response time (the time between when the dialogue is opened to when it is closed) is three days. The average response time for all HC topics was five days.

- A dialogue is considered "past due" when there has been no District response for 2 days. The "Let's Talk" platform automatically sends a reminder to those assigned to the topic at that time. The platform does not track the total number of dialogues that historically received "past due" designations. However, as of April 11th, 2023, the HC Department had 42 past due dialogues extending back to February 6th, 2023 – 18 of which had not yet been opened.

- There are multiple "past due" dialogues including serious and urgent matters. According to interviews, the platform prioritizes dialogues that contain words such as "harassment," but the audit team's review of past due dialogues shows multiple dialogues including such words that have not received a reply from the HC Department. It is possible these were resolved and not closed but the audit team is unable to verify this.

- When a dialogue is closed, the customer is asked to complete a customer satisfaction form. Between July 2022 and April 2023, the HC Department received 7,958 total dialogues and 1,224 customer satisfaction forms were completed. Out of those 1,224 completed forms, 272 (22 percent) reported having a negative experience. The audit team's review of those comments showed that nearly all were related to response times or trouble using the platform.

The audit team noted several issues contributing to the ineffectiveness described above:

- The HC Department is not sufficiently monitoring data related to "Let's Talk." To ensure high quality customer service, implementation specialists at K12 Insights recommend establishing a daily protocol for monitoring dialogue analytics. This should be conducted by the topic/area owner while a less frequent review should be conducted by Department leadership. Currently, an analytics report is pulled several times over the course of the year or as a one-off request.

- Each question, comment, or concern entered into "Let's Talk" is automatically routed to the personnel the District has assigned to that respective area (e.g., compensation). However, a review of those area assignments shows outdated and irrelevant assignments, which means those individuals are receiving alerts for topics they do not oversee. Additionally, the HC Department does not have a process by which it regularly audits and reassigns these topics.

- Every time a dialogue is started in "Let's Talk," the team of individuals assigned to that topic is alerted. Sometimes these teams are as large as 10-15 individuals. It is incumbent upon each topic owner to develop structures regarding the roles and responsibilities of how and by whom the dialogue is addressed. Without these structures, dialogues sit stagnant as they are not any individual's direct responsibility. The audit team's interviews showed that not all teams within the HC Department have developed sufficient reporting structures and that doing so is not enforced.

- The HC Department has underutilized the workflow/automation functions in "Let's Talk." The platform contains multiple ways to automate responses to straightforward, transactional requests (e.g., how to access W-2) that would alleviate some of the response workload that Department personnel currently face.

- "Let's Talk" allows topic owners to assign priority levels to dialogues once they come in. This is particularly useful for a human resources department because some communications it receives

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need to be addressed immediately while others are far less urgent. Being able to identify, differentiate, and respond to these requests accordingly is important from both an operational and customer service perspective. The audit team's review of "Let's Talk" data in the 2022-23 school year showed that the priority function is not used – the vast majority of dialogues are labeled "P2 (Normal)" which is the default assignment.

Recommendation 4: Bolster the HC Department's ability to provide high-quality customer service through the enhanced use of "Let's Talk."

By making several adjustments to how it manages "Let's Talk," the HC Department can significantly enhance the customer service it provides to its customers:

- Develop the protocols to ensure topic/area/category owners are regularly monitoring "Let's Talk" data. For topic/area owners, this should be an hourly/daily process. For category owners, weekly or bi-weekly. Topic/area owners should be monitoring individual transactions for priority levels and appropriate assignments whereas category owners should be monitoring trends (e.g., average response times, recurring topics, workload).

- Audit the topic assignments for all HC personnel to ensure that they are only receiving dialogues for which they are responsible. Receiving irrelevant dialogues is inefficient, causes confusion, and increases the risk that relevant dialogues are missed.

- Develop additional workflows in "Let's Talk." Much of the HC Department's work is determined by the time of year, and therefore the volume of incoming communications can be somewhat anticipated. The HC Department should strategically plan to use "Let's Talk" workflows during these high-volume periods (e.g., questions about W-2s in spring) to reduce the need for HC staff members to respond to straightforward, transactional questions.

- HC Department leadership should ensure that each HC team has a documented protocol for responding to "Let's Talk" dialogues. It is likely not necessary that the Department standardizes this protocol across teams, but each topic/area owner should be held accountable for developing and implementing the protocols necessary to ensure their respective dialogues are efficiently received, addressed, and closed.

__Management Response__: Management agrees with this recommendation. Austin ISD Employee Experience and Sustainability is in the process of developing a more organized and robust Let's Talk support and system plan that will be facilitated with each individual Human Capital team. One support can include the creation of a Let's Talk responsibility/management organizational flow-chart that can be shared with teams. We will also periodically resending the flow-chart/checking in with those team members who are the designated "Let's Talk Responders" to ensure that they are supported within this role. A supportive Let's Talk resource with response stems as well as email examples will also be shared with teams to utilize as a way for responding in a professional, concise and warm manner. Employee Experience and Sustainability will take responsibility for providing weekly monitoring and reports will also be provided to each Supervisor to ensure the collective responsibility of Let's Talk customer service outcomes is a top priority. As part of an expansion of our required Customer Service professional learning experiences that were held over the last year with each department at Central Office, we will provide

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expectation touchpoints every quarter that clearly define district customer service expectations and standards. Clear expectations regarding Let's Talk goals for level of service and response time were included in these training sessions. We will also facilitate a required Let's Talk check-in with each department to ensure we consistently support a common understanding of customer service and Let's Talk expectations and how they can be further developed within each department to best meet the needs of our customers. Further, in Fall 2023, the IT department will launch a ticketing system (Innive K-12 360) that will consolidate all the District's Customer Relationship Management (CRM) platforms into one application. This technology will streamline user experience, increase utilization metrics, and enhance communication between customers and District stakeholders. A strategic professional development and communications plan will be executed to empower users, from both ends, with the knowledge needed to successfully utilize all the capabilities of the software, along with the data and metrics captured to increase productivity and improve services.

Finding 5: AISD personnel files are incomplete, exposing the District to unacceptable levels of risk.

Personnel files contain employee information legally required or otherwise required by the District. Each full-time and part-time employee must have a personnel file. AISD's personnel records – for all hires since 1978 – are stored electronically in *Laserfiche*. Pre-1978 records are stored in AISD's warehouse and can be requested through the HC Department.

The HC Department does not have a formal checklist that it uses to evaluate personnel file completeness. Additionally, the Transportation Department and the substitute management team maintain their own personnel files. This practice limits the HC Department's ability to verify the accuracy and completeness of personnel files while creating significant risks to privacy and security.

The audit team conducted testing on a sample of AISD personnel files using a checklist constructed from multiple District documents and in collaboration with the HC Department. Below is a description of the audit test objectives, approach, and results.

Audit Test – Personnel Files

Test Objective

- Validate that a sample of personnel files include all required documentation.

Test Approach

- Obtained a record of current AISD employees.

- In collaboration with the HC Department, developed a checklist using HC Department onboarding documentation.

- Judgmentally selected 30 employees based on employee type and hire date.

- Virtually reviewed each personnel file in *Laserfiche* for completeness using the HC Department's checklist.

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Test Results

- Out of 30 personnel files selected, one (three percent) included all required documentation. Table 13 lists the requirements tested and the number of exceptions for each.

Table 13. Test Results

Required Documentation	N	Number of Files Missing Required Documentation	% Missing
New Hire Forms	30	16	53%
Request for Employment	30	7	23%
Application	30	0	0%
Resume	20	2	10%
Social Security Verification	30	2	7%
TRS Questionnaire	30	12	40%
New Hire Letter/Letter to Campus	30	2	7%
Contract	20	6	30%
Driver's License/Passport	30	1	3%
Pre-Employment Affidavit	20	5	25%
Transcripts/Diploma	30	0	0%
Action Sheet	30	1	3%
Employee Eligibility Verification Form (I-9)	30	0	0%

Source. Gibson Consulting Group

Recommendation 5: Strengthen controls over personnel files to ensure compliance.

The HC Department should improve the control over personnel files in three ways. First, the Department should create a single, formal checklist that lists every document that should be included in all personnel files. This checklist should be signed by the individual preparing the file and approved by their supervisor. Second, AISD should eliminate the practice of departments other than HC maintaining personnel files. This will increase HC's oversight and assist in ensuring compliance. Lastly, using the checklist to be developed, the HC Department should periodically audit a sample of personnel files to validate compliance with the documentation requirements. Audit results should be analyzed and used for targeted training activities.

These improved controls will help mitigate compliance risks and establish performance accountability for the maintenance of complete and compliant personnel files.

__Management Response__: Management agrees with this recommendation. AISD Recruitment and Staffing area is in the process of updating the SOP for processing personnel actions, which contains the procedures/formal checklist to evaluate personnel file completeness for new hire files and standardize a process to address the bifurcation of the Transportation and Substitute areas. The updates will reflect the

level of specificity recommended Gibson to include creating a single, formal checklist that lists all documents that should be included in all personnel files and contain a place for the signature of the preparer and reviewer. Human Capital will work with departments currently maintaining separate personnel files and sunlight that process. The Assistant Superintendent of Human Capital Systems will conduct a random audit of the files to ensure accuracy and compliance. If errors/concerns are noted, they will be used to develop training activities and refresher trainings in order to comply with the process. Human Capital Systems – Staffing and Recruiting will continue to train department staff on the SOPs, new processes, laws and regulations in order to maintain compliance and meet expectations.

Finding 6: HC Department job descriptions do not consistently reflect accurate titles or reporting relationships.

Austin ISD Board Policy DC (LOCAL) states that the District "shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors." Further, Austin ISD Board Policy DN (LOCAL) states that an "employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's evaluation and appraisal. Employees shall be informed of the criteria on which they will be evaluated." Together these Board policies effectively mandate accurate, regularly reviewed job descriptions.

The audit team reviewed the job description for each position in the Human Capital Department and found inconsistencies in titles and reporting relationships. Additionally, interviews with HC Department staff confirmed that many had not seen their job descriptions since they were hired.

Table 14 shows a comparison between the titles listed on the Department's organizational chart and those reflected in its job descriptions (if N/A is listed, the role did not appear in the data the audit team received). The table includes the exceptions identified by Gibson – the full comparison is included in *Appendix C* of this report. Out of 58 unique positions, 16 exceptions (28 percent) were identified. To conduct this analysis, the audit team used a Departmental organizational chart and job descriptions that were current as of February 2023.

Table 14. Comparison of Job Titles, AISD Human Capital Organizational Chart and Job Descriptions

Title on Organizational Chart	Title on Job Description
N/A	Assistant Superintendent of Human Capital Employee Development and Sustainability
Interim Executive Director of Leadership and Professional Development	N/A
N/A	Director of Compensation and Benefits
N/A	Director of Leadership Development and Support
N/A	Director of Employee Effectiveness
N/A	Director of Customer Service, Employee Recognition and Support
N/A	Supervisor of Customer Service, Employee Recognition and Support

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Title on Organizational Chart	Title on Job Description
N/A	Customer Service, Employee Recognition and Support Coordinator
N/A	Administrative Supervisor of Employee Relations
N/A	Employee Relations Technician
Human Capital Employee Specialist (Benefits Office)	Human Capital Employee Specialist
Human Capital Employee Specialist (Staffing and Recruitment)	Human Capital Employee Specialist
N/A	Human Capital Systems Technician
Systems Analyst	Human Capital Analyst
N/A	Human Capital Systems Support Technician
Human Capital Employee Specialist (Position Control)	Human Capital Employee Specialist

Source. AISD HC Organizational Chart, 2022-23 and AISD HC job descriptions

Table 15 shows a comparison between the reporting relationships depicted on the Department's organizational chart and those written in its job descriptions (if N/A is listed, the role did not appear in the data the audit team received). The table includes the exceptions identified by Gibson – the full comparison is included in *Appendix C*. Out of 58 unique positions, 28 exceptions (48 percent) were identified.

Table 15. Comparison of Reporting Relationships, AISD Human Capital Organizational Chart and Job Descriptions

Position	Supervisor on Organizational Chart	Supervisor on Job Description
Interim Executive Director of Leadership and Professional Development	Chief Human Capital Officer	N/A
Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Chief Human Capital Officer	Assistant Superintendent
Interim Director of Diversity, Inclusion, and Engagement	Chief Human Capital Officer	Office of Human Capital
Executive Director of Employee Relations	Assistant Superintendent of Human Capital Systems	Assistant Superintendent of Employee Development and Sustainability
Director of Professional Learning	Interim Executive Director of Leadership and Professional Development	Executive Director of Talent Acquisition and Development
Director of Staffing and Recruitment	Assistant Superintendent of Human Capital Systems	Associate Superintendent
Director of Position Control and Systems	Assistant Superintendent of Human Capital Systems	Assistant Superintendent

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Position	Supervisor on Organizational Chart	Supervisor on Job Description
Director of Employee Experience and Sustainability	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Assistant Superintendent
Supervisor of Leadership Development and Support	Interim Executive Director of Leadership and Professional Development	Director of Leadership Development and Support
Coordinator of Leadership Development and Support	Interim Executive Director of Leadership and Professional Development	Director of Leadership Development and Support
Supervisor of Staffing and Recruitment	Interim Executive Director of Leadership and Professional Development*	Executive Director of Staffing and Recruitment
Certification Specialist	Director of Professional Learning	Executive Director of Staffing and Recruitment
Coordinator Employee Effectiveness	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Director of Employee Effectiveness
Employee Appraisal Systems Technician	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Director of Employee Effectiveness
Supervisor of Employee Effectiveness	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Executive Director
Customer Service Representative	Director of Employee Experience and Sustainability	Administrative Supervisor of Customer Service
Compensation Program Manager	Director of Benefits	Executive Director of Compensation and Benefits
Compensation Analyst	Director of Benefits	Executive Director of Compensation and Benefits
Compensation Program Analyst	Director of Benefits	Executive Director of Compensation and Benefits
Benefits Budget Specialist	Director of Benefits	Appropriate Supervisor
Assistant Director	Director of Benefits	Director of Compensation and Benefits
Lead Human Capital Employee Specialist (Human Capital Systems)	Director of Staffing and Recruitment	Director or Supervisor of Human Capital
Human Capital Systems Partner Talent Pipeline	Director of Staffing and Recruitment	Associate Superintendent of Human Capital Systems
Human Capital Support Partner	Director of the Office of Human Capital	Chief Officer for Human Capital

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Position	Supervisor on Organizational Chart	Supervisor on Job Description
HC Communication Coordinator	Director of the Office of Human Capital	Appropriate Supervisor
Position Control Technician	Director of Position Control and Systems	Associate Director of Position Control
Systems Analyst	Assistant Director of Position Control and Systems	Human Capital Systems Manager
Human Capital Systems Support Specialist	Assistant Director of Position Control and Systems	Human Capital System Supervisor

Source. AISD HC Organizational Chart, 2022 and AISD HC job descriptions

*Appears under this position on the organizational chart, but not connected by line to a supervisor.

The alignment of titles and reporting relationships in job descriptions, organizational charts, and other District documents is important in providing consistent information to employees about their respective positions. This information is the basis for paygrades and provides clarity for the direction and accountability of each role within the Department.

Currently, the Department reviews and updates job descriptions when a position is posted for hire. However, this process does not capture the evolution of positional responsibilities due to departmental demand or minor reorganizations – both of which the HC Department has experienced in recent years.

Recommendation 6: Institute a formal job description review process.

The HC Department should update all of the Department's job descriptions and implement a process by which each is regularly reviewed, revised, and reconciled to the HC organizational chart. This process should be applied to all positions District-wide. The HC Department should begin the process by updating:

- Job titles;

- Reporting relationships;

- Major responsibilities;

- Wage status: non-exempt v. exempt; and,

- Employment terms: certified contract v. at-will.

Employees should be required to formally acknowledge their review of the job description upon placement into the position and when the job description is changed. This acknowledgement should be included in the employee's personnel file.

A comprehensive job description review process should occur every three years or when a title or responsibility is changed, whichever is sooner. This same discipline should be applied for all AISD departments, with HC Department guidance and oversight.

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Management Response: _Management agrees with this recommendation. Human Capital will update all the job descriptions for the sample audited job descriptions and issue employees the updated/revised job description. Moving forward, Human Capital will adopt a cyclical process by department to review the job descriptions on a yearly basis. Departments will be divided out through the academic year and each department will have their assigned timeline to review and update the job descriptions. When positions are posted, they will be reviewed to ensure that the most current/updated job description is being posted and then issued to the new hire employee. In addition, when there is a re-organization and/or changes within a department, those job descriptions will be evaluated too for accuracy and re-issued if necessary. For campus positions, if the job description is updated with significant changes, employees within that job group will be issued the new job description. The update will reflect the level of specificity recommended Gibson to include updating all HC Department JDs and implement a new process for revision and review of job descriptions on a cyclical basis. Additionally, employees will acknowledge the receipt of their job description and that will be kept on file with their employee electronic file._

Finding 7: Required workplace postings are not regularly audited by the HC Department, creating federal and state compliance risks.

Both the federal laws for EEO and ADA and requirements of the Texas Workforce Commission require an employer to post notices in conspicuous employee access areas describing the federal laws prohibiting job discrimination based on race, color, sex, national origin, religion, age, equal pay, or genetic information (commonly referred to as "EEOC statements"), and describing disabilities that limit mobility ("ADA statements").[6] In addition, Austin ISD Board Policy DAA (LEGAL) requires that, "The District shall post in conspicuous places upon its premises a notice setting forth the information the Equal Employment Opportunity Commission deems appropriate to effectuate the purposes of the anti-discrimination laws."

TASB annually compiles a list of all required workplace postings for campuses. They are the following:

Federally Required

- Equal Employment Opportunity is the Law

- Your Rights under the Fair Labor Standards Act (Minimum Wage and Overtime Provisions)

- Employee Rights and Responsibilities under the Family and Medical Leave Act

- Your Rights Under USERRA (Military Leave)

State Required

- Notice to Employees Concerning Workers' Compensation in Texas

- Employer Notice of Ombudsman Program to Employees

- Notice to Employees (Hazardous Chemicals/Texas Hazard Communication Act)

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[6] U.S. Equal Employment Opportunity Commission. https://www.eeoc.gov/employers. Accessed 10 March 2023.

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- You Have the Right Not to Remain Silent (Texas Whistleblower Act)

- Attention Employees (Texas Unemployment Compensation Act)

- Notice of Pest Control Treatment

- Notice for Employees and Visitors (must be displayed at all entrances regularly used)

- Firearms Prohibited

- Concealed Handguns and Openly Carried Handguns Prohibited

- Smoking Prohibited

- Student Code of Conduct

- Postings for First Responders or Emergency Medical Service Employees

- Notice Regarding Certain Work-Related Communicable Diseases and Eligibility for Workers' Compensation in Texas

- Notice Regarding First Responders to Assist in Workers' Compensation Disputes

The HC Department sends updates related to workplace postings to administrators, but it does not currently audit District worksites to ensure compliance with posting requirements. In addition to their role in creating a safe and healthy workplace, appropriately placed workplace postings are important because many carry penalties for each occurrence of noncompliance.

Recommendation 7: Monitor District compliance with required workplace postings.

The HC Department can mitigate compliance risk with the following steps:

- Create a checklist that includes all required postings for each worksite in the District (this may vary slightly between campuses, offices, bus depots, etc.);

- Develop a system that includes the resources, communication, and guidance necessary for administrators to ensure compliance at their own worksites; and,

- Audit every District worksite for compliance with required workplace postings. This can be done on a sample basis, but each site should be evaluated at least once every three years (or any time there has been an update to requirements).

Following interviews with the audit team in November 2022, the HC Department began the process of ordering new required signage for all AISD campuses.

Management Response: *Management agrees with this recommendation. Human Capital is in the process of reviewing all the required postings and getting the cost and number of posters needed for compliance, creating a Principal/Department communication about the required posters and distributing the posters.*

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Human Capital will conduct an audit & checklist that includes all required postings for each worksite in the District, develop a system that includes a yearly memo at the beginning of each school year to remind administrators of the required workplace signs, and develop a 3-year review of the signage.

Finding 8: The HC Department's process for the development and administration of professional learning content is not consistently applied across the District.

According to District job descriptions, the Director of Professional Learning is responsible for the District's process and vision related to professional learning. Specifically, this position is responsible for:

- Leading the implementation of national professional learning standards and best practices in professional learning to ensure high quality learning opportunities for all Austin ISD employees;

- Maintaining and communicating the vision for professional learning in Austin ISD; and,

- Maintaining a multi-year plan for professional learning that is informed by data, input from focus groups, and aligned with the District's mission, vision, and strategic plan.

In accordance with these expectations, the HC Department has developed a process through which professional learning from departments across the District is created, consolidated, and administered to employees over the course of a school year. Table 16 provides an overview of that process.

Table 16. Professional Learning Development Process and Timeline

Action	Deadline

PL Leadership annually develops a planning template to be used by department heads to assist in planning their PL scopes and sequences for the school year. The high-level instructions provided on this template are as follows:
  - Identify staff who you support through professional learning. Have the list of staff available as you work through this template.
  - Identify knowledge, attitudes, skills, aspirations, and/or beliefs the staff identified need to be successful.
  - Once you have identified staff and determined necessary KASABs,* script the learning goals and success criteria for each audience.
  - Once learning goals and success criteria have been determined, list all of the sessions that will be offered for each audience.
  - Complete the information requested in the field provided for the 1) Fall and 2) Summer.
The PL template includes tabs to help department heads complete each of these steps.
	January

PL Leadership meets with all department heads to discuss the planning template and answer questions.	February
- Department heads submit their completed PL template. - PL Leadership consolidates all templates and creates that year's Professional Learning Calendar.	March
The District's Professional Learning Calendar is published.	April

Source. Interviews with HC Department staff

*KASAB stands for Knowledge, Attitude, Skills, Aspirations, and Behaviors.

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Although the HC Department has a well-established process for District professional learning, it lacks the authority to ensure the process is followed with fidelity. As a result, there are many instances of departments administering sessions to employees without the HC Department's knowledge, circumventing the process intended to organize and streamline professional learning. The result of this is the diminished impact of the District's overall professional learning offerings. Gibson's interviews with AISD staff highlighted several examples:

- The scope and sequence of professional learning is often lacking coherence and cohesion. Training is not aligned to the scope and sequence of instruction or initiative deployment, and, as a result, might occur in an order that doesn't make sense for the time of year or in relation to another topic.

- The volume of sessions often overwhelms staff. The calendar is not balanced in a way that allows staff to fully internalize and execute the direction they receive.

- Staff members often receive guidance in sessions that may be in conflict with guidance they received in a session from a different department or from campus leadership.

Additionally, Gibson's staff survey showed relatively high levels of disagreement on two questions directly related to District professional learning:

- The professional development I receive is directly applicable to the work I do.

- I have gained professional and marketable skills through professional development offerings at AISD.

Figure 25 presents the survey results of those questions.

Figure 25. Staff Survey Results, Professional Learning Questions
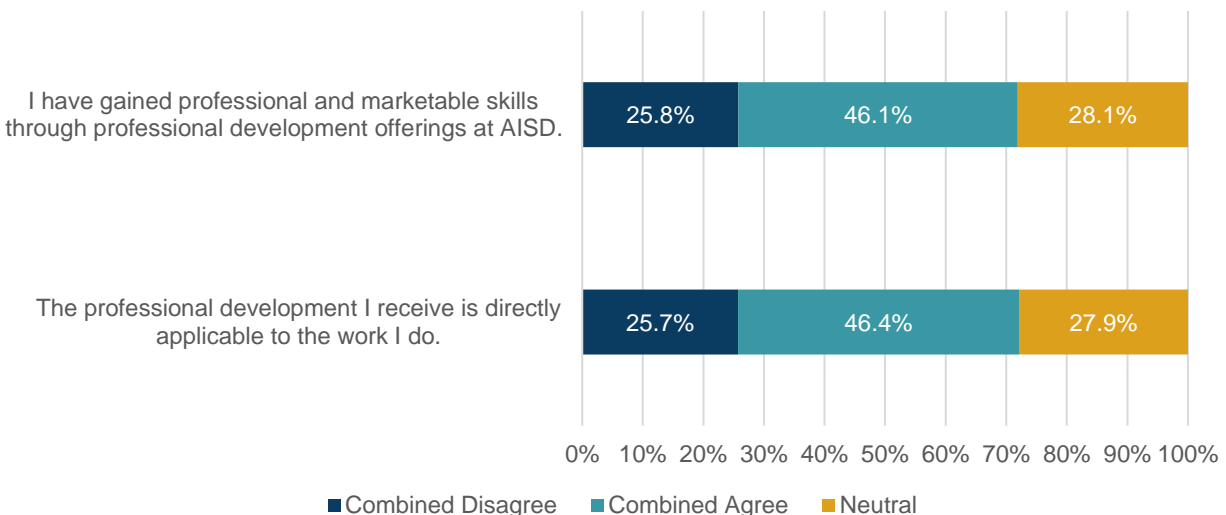
Source. Gibson Consulting Group – AISD staff survey

In an effort to quantify the extent of the gap between "HC Approved" sessions and all professional learning sessions, the audit team analyzed all of the professional learning templates submitted to the HC

Department for the 2022-23 school year (i.e., "HC Approved" sessions) and compared them to a report from *HCP* showing all professional learning sessions offered in 2022-23 (report pulled in February 2023). Table 17 presents the results of that analysis. The number of sections shows the total number of professional learning sections listed (e.g., "SEL and CP&I Symposium: Transform Together Tomorrow) and the number of Departments/Sponsors shows the number of departments listed as "hosting" the sections (e.g., Bilingual Education). As shown below, there were a significant number of professional learning sessions being offered to AISD employees that were not channeled through the HC Department during the professional learning planning process.

Table 17. PL Offerings Comparison, 2022-23

	HC Approved Sessions	All Sessions
# of Sections	180	607
# of Departments/Sponsors	19	39

Source. PL templates and *HCP* report provided to Gibson by HC Department

Recommendation 8: Expand the HC Department's oversight of District professional learning.

AISD has the opportunity to increase the overall effectiveness of its professional learning by empowering the HC Department to ensure its process for the consolidation of PL is followed with fidelity across the District. Adherence to the HC Department's process will benefit the District in several distinct ways:

- Allow District leadership to ensure that an appropriate PL scope and sequence is followed over the course of the year;

- Provide consistency and transparency for those receiving the trainings, specifically regarding work expectations; and,

- Strengthen quality assurance controls.

Additionally, the HC Department should develop a process for addressing "urgent" professional learning needs. This may look slightly different than the process for long-term PL planning, but should still ensure the HC Department's involvement in some capacity.

__Management Response:__ Management agrees with this recommendation. It is imperative that HC has full oversight and authority to initiate collaborative experiences with all district departments to streamline professional learning across all employee groups. In order for this to happen, teams from across the district, serving as Professional Learning Work Group (PLWG), need to meet and collaborate regularly. A common understanding of expectations should be developed by the PLWG and adhered to. Senior leaders must be made aware of these expectations, commit clear and consistent messaging, and support their various teams to adhere to them. With streamlined and unified efforts, Professional Learning in AISD will be more coherent and relevant. Additionally, PL planning for SY 23-24 is being redesigned to be organized at a 9-week cadence where a PL Review Committee with representation from OSL, Academics, Technology, and HC to review all PL submissions and provide a clear, coherent 9-week PL calendar throughout the school year that is aligned to strategic vision. An ask for this year will be teams who lead professional learning need to be able to articulate how the training will support district initiatives 1a & 1b and other relevant district scorecard items.

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Chapter 4: Staffing

One of the most important functions a Human Capital Department serves is the staffing of the organization. AISD spends upwards of 80 percent of its annual budget on its staff. Additionally, the HC Department is traditionally the first interaction an employee has with AISD, meaning its staffing practices deeply influence the overall employee experience. Effective staffing includes three main functions:

- **Position Management**: the strategic creation, maintenance, and control of positions in the organization, as well as the assignment of employees to those positions, and the tracking of changes to assignments.

- **Recruitment**: the attraction and recruitment of high-quality candidates, as well as the use of interview protocols to identify the best candidate for the position.

- **Hiring and Onboarding**: the employee transactions that allow for a timely and effective entry into the organization for a new hire. This function also includes developing and implementing a comprehensive pay structure, as well as guidelines or pay rules for setting salaries for new hires.

Figure 26 presents a high-level view of where each of these operations occurs in a traditional staffing process.

Figure 26. Staffing Process

Position Vacancy → Position Management → Recruitment Process → Hiring and Onboarding → Employee Start Date

Source. Gibson Consulting Group

AISD uses five information systems and tools to manage its staffing process: *Laserfiche*, *Frontline Recruit and Hire* (*AppliTrack*), *Bolt, S3, and Microsoft Excel* spreadsheets. Additionally, multiple sub-departments – largely within the HC Department – are responsible for different stages of the staffing process: Staffing and Recruiting, Employee Relations, Compensation, Records, and Payroll. These technology tools and process owners will be discussed in more detail later in this Chapter.

Position Management

Position management is the process of how positions are budgeted, defined, and maintained within an organization. The function includes:

- **Position Control/Staff Planning:** an effective position control system improves budget management and control processes throughout the organization, while strengthening accountability and enhancing fiscal responsibility. Additionally, the position control function is responsible for the following operations.

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– Establishes staffing guidelines for campuses based on student to staff ratios, or needs of students. At AISD, the HC Department does not own staff planning. Staff planning is handled through the budgetary process with consideration for campus/departmental requests for FTEs. HC is notified when a position is added or should not be filled when vacated.

– Determines the number of staff needed to serve the projected enrollment of students for the coming school year. As part of the position control process, the HC Department is responsible for developing and maintaining staffing guidelines for campus-based staff. Detailed formula schedules are developed for elementary, middle, and high schools. Additionally, staffing formulas include weights for economically disadvantaged percentages as well as Special Education percentages.

– Determines the components of a position, including funding source, work calendar, employee or job type, pay grade, wage status, contract type, and where the position is aligned within the organizational structure of the district, campus, or department.

– Builds the position in the ERP, not to include the funding or assigning of the budget code for the position.

▪ **Defining positions**: the creation and maintenance of job descriptions to reflect the necessary education, certification, skills, and knowledge to perform the scope of assigned duties.

▪ **Maintenance of positions:** the recording and tracking of data about the position and the employee assigned to the position. AISD tracks positions using an *Excel* spreadsheet, which tracks the employee assigned to the position. The same spreadsheet is used to track personnel changes in assignments, and is updated whenever a personnel change form is submitted to the Department.

– Assignment of employee to a position

– Changes in employee pay

– Assignment of stipends or supplemental pay

At AISD, the Director of Position Control and Systems oversees the majority of the position management function. This position reports to the Assistant Superintendent of Human Capital Systems, who reports to the Chief Human Capital Officer.

Figure 27 presents a process flow of the HC Department's position management process, and is discussed further below.

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Figure 27. AISD Position Management Process
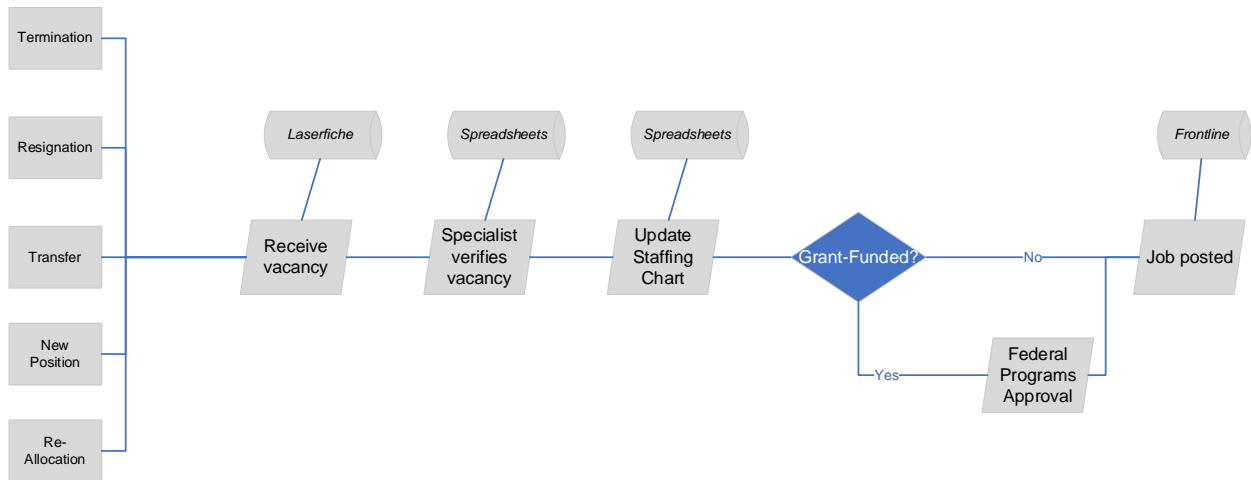
Source. Gibson Consulting Group, based on AISD HC documentation

The position management process is initiated with the termination, resignation, or transfer of an existing employee, the addition of a new position, or the reallocation of an existing position. The Staffing and Recruitment Specialist receives notice of the resignation through a *Laserfiche* form and then works to verify the vacancy (i.e., reviews the staffing chart spreadsheet to confirm the position exists and is funded). Once the vacancy is confirmed, the Specialist updates the staffing chart and, if the position is not grant-funded, posts the position in *Frontline*. If it is grant-funded, the Specialist works with the State, Federal, and Private Accountability Department to validate funding, and then posts the position to *Frontline.*

Recruitment

The HC Department updates its Strategic Recruitment, Staffing, and Partnership Plan annually. The document includes the Department's overall strategy for recruitment as well as the recruitment events the District will attend, the targeted positions it hopes to fill at each event, and budgetary requirements. According to interviews, this document drives the recruiting work of the Department. Table 18 presents the recruitment strategies currently used by the Department.

Table 18. AISD Recruiting Strategies

Strategy	Targeted Candidates
Attend in-person/virtual local and state recruitment events	New teachers
Attend national and state recruitment events	Experienced teachers/administrators
Connect with region's local universities and education organizations	New and experienced teachers
Partner with international education organizations	Experienced teachers
Conduct District-wide job fairs	New and experienced teachers
Host student teachers	New teachers
Build partnerships with universities to create talent pipelines	New teachers and administrators

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Strategy	Targeted Candidates
Social media	All positions
Stipends and sign-on bonuses for hard-to-fill positions	New and experienced teachers, teaching assistants, bus drivers

Source. AISD Strategic Recruitment, Staffing and Partnership Plan

In 2021-22, the HC Department participated in 34 total recruitment events (28 university career fairs, one school counselor conference, and five AISD recruitment events). There was a total of 610 applications received from those 34 events, and 64 teachers were hired. Excluding in-person events, the Department does not track the number of applications/hires resulting from recruiting efforts.

AISD's recruitment process is largely facilitated using *Frontline*. Figure 28 presents a process flow of the HC Department's recruitment process, and is discussed further below.

Figure 28. AISD Recruitment Process
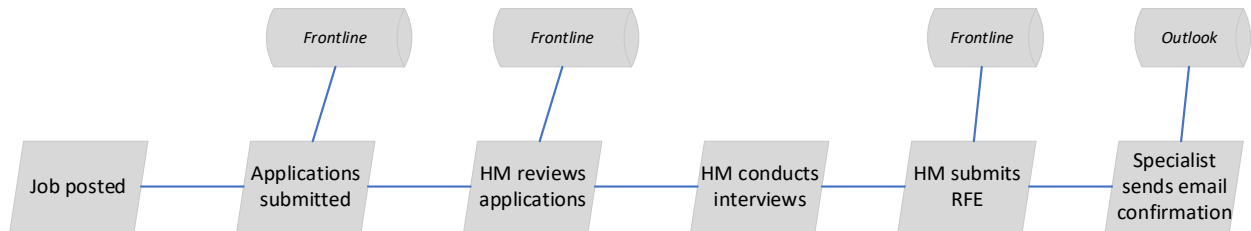
Source. Gibson Consulting Group, based on AISD HC documentation

The recruitment process begins when the job is posted in *Frontline* by the Staffing and Recruitment Specialist. Once the position is posted, applications are received, and the hiring manager reviews the relevant applications directly in *Frontline*. The hiring manager then conducts interviews and, once a strong candidate has been identified, submits a Recommendation for Employment (RFE) to the Specialist in *Frontline*. The Specialist confirms via email that the RFE was received which concludes the recruitment process.

Hiring and Onboarding

The hiring and onboarding process at AISD involves multiple positions across departments as well as several technology tools. The process begins once the Staffing and Recruitment Specialist receives the RFE from the hiring manager. The Specialist then downloads the candidate's application and related documents from *Frontline* and uploads them into *Laserfiche*. At this same time, the Specialist is verifying the candidate's qualifications and that the position is funded. The Specialist then calls three references and works with the compensation team to determine pay – this is completed on a paper form. Once compensation is finalized, the Specialist confirms that both the candidates fingerprints and social media check cleared (using the DPS portal and *SMIP*, respectively). If no issues arise, the Specialist calls the candidate to extend the job offer.

If the offer is accepted, the Specialist follows up with a welcome email that includes many new-hire resources, closes the position in *Frontline*, and updates the staffing spreadsheet. The Specialist then

creates an action sheet which includes a number of details about the new-hire (compensation, position, campus, EID, etc.). Around this same time, the new hire is attending new hire orientation to submit their I-9 – all other documentation is submitted virtually via *Laserfiche.* The new hire also watches required onboarding videos. At this point, the Specialist generates the employee's ID number and updates Talent Management with this information. The action sheet then goes to the Records Specialist for verification. If it is approved, the Records Specialist creates the employee in S3, and they are ready to be paid. If it is rejected, the action sheet goes back to the Staffing and Recruitment Specialist who is responsible for correcting any errors. Once the employee is created in S3, the Staffing and Recruitment Specialist uploads all remaining documentation to *Laserfiche*, which ends the hiring/onboarding process.

Figure 29 presents a process flow of the HC Department's hiring and onboarding process.

Figure 29. AISD Hiring and Onboarding Process
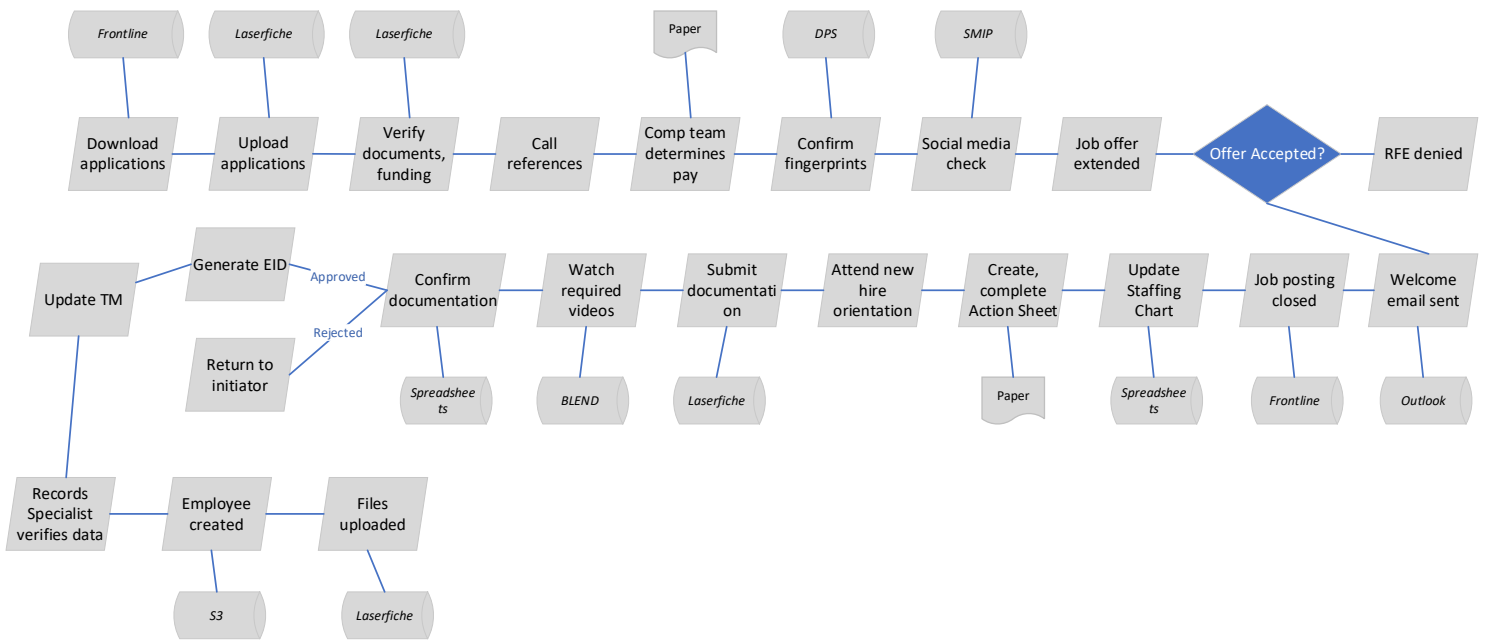
Source. Gibson Consulting Group, based on AISD HC documentation

Findings and Recommendations

Finding 9: The HC Department's position management function does not effectively control the number of positions in AISD.

As stated in the background portion of this Chapter, the position management function includes the controlling of positions (i.e., Position Control) at the District. Position Control refers to the tracking of information about positions rather than employees in an organization. Effective position control is central to workforce planning, budgeting, and data visibility. AISD implemented a formal position control function in 2017; prior to then, the responsibility of tracking positions fell within the Finance Department. However, largely due to technological limitations, the HC Department's current position control function does not allow for the effective control of positions in the District. The audit team observed the following issues:

- The Position Control unit within the HC Department is not responsible for creating, discontinuing, or building out District positions. Instead, the Finance Department oversees the majority of this process. To enhance compliance and accountability, it is important that there is distinct ownership separation between the building of a position and the funding of that position.

- AISD positions are currently managed on a *Microsoft Excel* spreadsheet. This file contains positional and financial details and its maintenance is highly manual and vulnerable to human error. Even minor errors such as incorrect grade level/content area assignments would have significant workforce planning and budgetary implications for the District. Further, the spreadsheet does not provide "real time" visibility of vacancies within the District. The Director of Position Control and Systems created this document and is solely responsible for its maintenance. The Director is currently cross-training other Department staff but there is no formal contingency plan in place.

- The Department is not conducting a formal position audit annually. This process, which should be facilitated by Position Control, allows the District to ensure the proper funding of positions as well as the accuracy of calendars, hours, and FTE percentages. This is particularly important for federally-funded positions (all employees whose positions are federally-funded are required to annually sign an acknowledgment), which may require the reporting of time spent serving a specific student group. Additionally, a position audit allows for strategic funding of positions. For example, if a science teacher teaches one section of Forensic Science, the position can be partially funded through Career and Technical Education (CTE) monies. However, the HC Department does not know this if a position audit is not conducted (in collaboration with the Office of School Leadership and the State, Federal, and Private Accountability Department). Additionally, because positions are managed on a single master spreadsheet, a payroll audit would be the only way to ensure the accuracy of the data included on the spreadsheet.

- Effective position management allows for long-term, strategic workforce planning. However, the District currently lacks the technology to maximize the potential of this function. As a result, the HC Department is not currently driving District conversations related to projections; instead, they are in a reactive position, approving or denying requests from campuses and departments.

Additionally, if an organization lacks reliable data related to its workforce, it can lead to unaccounted positions, ineffectively distributed FTEs, or unfunded positions.

Recommendation 9: Leverage the position control module in *Frontline* to facilitate staff planning and more effectively manage the District's workforce.

As discussed earlier in this report, the HC Department is in the process of implementing a new ERP system which contains a position control module. If utilized effectively, this module should allow the District to strategically project staffing needs, build funding models, or propose compensation increase scenarios from year-to-year. It will be critical to the efficiency and effectiveness of the Department to move away from the tracking of positions and personnel changes on spreadsheets. Instead, those functions should be performed in the new ERP.

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Additionally, the HC Department should begin conducting an annual position audit. The data collected from this process will allow the HC Department to ensure the utilization of FTEs is consistent with staffing guidelines and funding reporting requirements.

Lastly, the position control function should be performed separate from position management. Changes in employees assigned to positions (i.e., position management) should be managed through the employee or personnel module of *Frontline*. The HC Department should be able to build a position within the ERP. However, HC should not have the ability to alter the allocation percentages, funding, or budgeting information attached to a position. This creates a set of "checks and balances" between the Finance and HC Departments, reducing the risk of positions being created and funded without proper approval.

__Management Response__: Management agrees with this recommendation. The position control functionality with Frontline ERP will go live on July 1. This module will enhance the user experience, accurately account for FTEs, and increase accountability of HR processes and alignment of staffing expenditures. In collaboration with the budget team, our team will be helping to ensure that budgeted allocations and correct funding are reflected in the ERP. We will use the new tools in the ERP to ensure that vacancies and staffing levels are monitored on a regular basis. The new system will allow us to move away from the most of our manual tracking of staffing. The IT team will be creating a vacancy report that will allow our team to quickly analysis staffing data and be able make staffing decisions based on current information. This will result in fewer payroll posting errors.

Finding 10: The employee onboarding process is inconsistently applied and is adversely affecting employee readiness for work.

Onboarding refers to the "process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly."[7] Given the increasing rate of employee turnover in public education – the teacher attrition rate in Texas increased to 12 percent in 2021-22[8] – it is uniquely important that school systems have effective onboarding programs to ensure that new hires feel welcomed and successful and are able to contribute to the District's mission early in their tenure.

According to Gibson's staff survey and the audit team's interviews, the District's onboarding process is not effectively preparing new hires for work. In interviews, staff members frequently described issues with access to IT systems, employee badges, compensation, and the impersonal nature of watching recorded videos for onboarding purposes. Figure 30 shows the results when AISD staff members were asked to what extent they agree with the statement, "The District's onboarding program adequately prepares new hires." Nearly half of all respondents "Strongly Disagreed" or "Disagreed."

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[7] Bauer, Tayla. "Onboarding New Employees: Maximizing Success." *SHRM Foundation*. 2010. p 1.

[8] Lopez, Brian. "Politics and Pandemic are driving Texas teachers to consider quitting, survey finds." *The Texas Tribune*, September 2022.

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Figure 30. Gibson Staff Survey Results: "The District's onboarding program adequately prepares new hires."
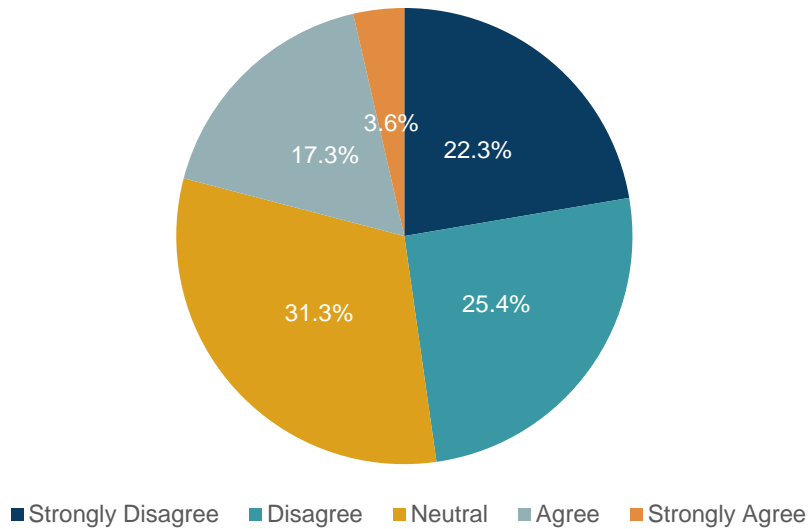
Source. Gibson Consulting Group – AISD staff survey

One of the primary metrics used to evaluate an onboarding program is employee retention – AISD's teacher turnover rate is one of the highest among its peers (shown in Figure 49). However, there are less measurable but still profound impacts of an ineffective onboarding program: the extra time and resources devoted by managers to coach an ill-prepared new hire; the staff morale implications of new hires not feeling intentionally welcomed or part of the organization's mission; and lower productivity across the organization's workforce.

The audit team identified several factors that are contributing to issues in the District's onboarding process:

- The District has not sufficiently defined the vision and goals of its onboarding program. Without a larger, overarching purpose, an "onboarding" process often becomes an "orientation" – a transactional, information-sharing set of events.

- The HC Department has not documented the onboarding process for new hires. A long-term road map helps both the new hire understand how each piece of the onboarding process fits together and the Department/District build out an effective onboarding strategy.

- There are many departments involved in the onboarding process but no clear plan as to how they collaborate on the holistic new hire experience. This can lead to a disjointed onboarding experience for a new hire.

- No position or department is ultimately accountable for the outcomes of the onboarding process. Because there is no clear "owner," the effectiveness of the onboarding process is not tracked nor is a single position/department in a position to intervene and close gaps as they are identified.

Collectively, these factors result in an onboarding process that neither properly prepares a new-hire to be productive nor furthers their understanding of/alignment with organizational values.

Recommendation 10: Overhaul the District's employee onboarding process.

The HC Department should overhaul the District's employee onboarding process, starting with establishing the mission and vision of the new-hire experience. Early planning discussions should be informed by SHRM's building blocks of successful onboarding:[9]

- Compliance – teaching employees basic legal and policy-related rules and regulations.

- Clarification – ensuring that employees understand their new jobs and all related expectations.

- Culture – includes providing employees with a sense of organizational norms – both formal and informal.

- Connection – refers to the vital interpersonal relationships and information networks that new employees must establish.

An effective onboarding process addresses each of these building blocks through the application of several key tools – Table 19 provides a list of examples, descriptions, and recommended timelines.[10]

Table 19. Example Onboarding Tools and Descriptions

Tool	Description	Timeline
Orientation program	Overview of organization, culture, and values	First day
Written onboarding plan	Consolidated overview of onboarding process, allowing new hires to organize and prioritize	Provided in first week
Key stakeholder meetings	Time to interface with relevant leaders/stakeholders for important information and expectation setting	Within first two months
New peer integration	Opportunities to interface with other new-hires	Within first three months
Check-in meetings	Allow for opportunities to give and receive feedback with supervisor or another relevant leader	Three to five months after entry
360-degree feedback	Process of reflecting on strengths and areas for improvement as perceived by self and colleagues	Every six months

Management Response: *Management agrees with this recommendation. In a collaborative effort, the Office of Human Capital has started a new, in-person onboarding process. Management has enthusiastically embraced the opportunity to overhaul the district's employee onboarding process, recognizing the potential for enhanced process streamlining and improved efficiencies. This new system helps new employees ensure that they go through the required paperwork, engage in learning about the mission, vision, and values of AISD, understand the expectations of serving as an Austin ISD employee, introduces them to individuals who can assist with specific needs, matches them with a mentor as*

[9] Bauer, Tayla. *SHRM Foundation*. 2010. p 2.

[10] Bauer, Tayla. *SHRM Foundation*. 2010. p 8.

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appropriate, and welcomes them to their campus or team. It included recommendations for supervisors for ways in which they can best support their new team members; it also provides a timeline for the onboarding process for supervisors. An establish vision of an onboarding experience that is "Relational, Effective, and Efficient". HC teams have met for 6 months to map the onboarding process and redesign to the common vision. With many teams involved, Professional Learning has been tasked with the successful redesign.

Finding 11: Inefficiencies in the District's hiring process contribute to lost candidates.

According to interviews with the audit team, as well as Gibson's staff survey, AISD's hiring managers perceive that an inordinate amount of time is required to fill staff vacancies at the District. Additionally, multiple hiring managers stated that they have lost at least one candidate due to inefficiencies in the District's hiring process. Figure 31 shows the results when AISD staff members (only hiring managers were asked to respond to this question) were asked to what extent they agree with the statement, "I am satisfied with the time it takes to fill a vacancy." Roughly two-thirds of respondents "Disagreed" or "Strongly Disagreed" while 13.2 percent "Agreed" or "Strongly Agreed."

Figure 31. Gibson Staff Survey Results: "I am satisfied with the time it takes to fill a vacancy."

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree
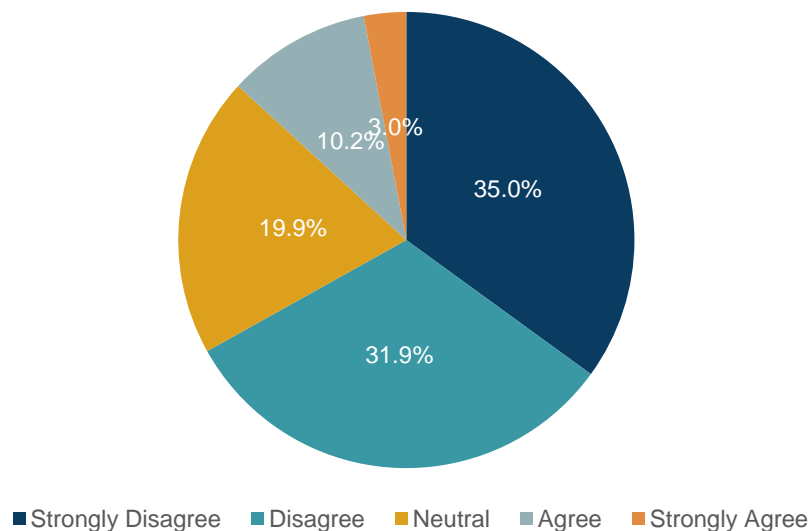
Source. Gibson Consulting Group – AISD staff survey

The audit team analyzed the time required to fill a vacancy at AISD. "Time-to-fill" is traditionally considered the length of time between the opening of a job requisition and a candidate's acceptance of an offer for that position. This metric is significant for human resources departments because it represents one of the most visible ways an organization matches up against its competitors in its ability to attract talent. If a candidate is stalled in the hiring process with one organization and they have already received an offer from another, it is highly likely they select the more expeditious of the two.

The HC Department does not currently capture sufficient hiring data to conduct a true "time-to-fill" analysis. As a result, the audit team manually constructed its own approximation using available hiring documents from personnel files stored in *Laserfiche.* The three dates used to conduct the analysis were the following:

- **Application submission date** – the date a candidate submitted an application for an open position;

- **Offer acceptance date** – the date the candidate accepted an employment offer from AISD, according to the New Hire Action Sheet; and,

- **Start date** – the date the employee started work at the District, according to the New Hire Action Sheet.

Due to the incompleteness of District personnel files, not all files included each of these dates – they have accordingly been excluded from the analysis. Additionally, all start dates impacted by breaks in the academic calendar have been excluded from the analysis.

Audit Test – Time-to-Fill Test

Objective

- The objective of this test was to determine, for a sample of newly hired employees, the length of time between "Application to Offer Acceptance," "Offer Acceptance to Start," and "Application to Start" dates. "Application to Offer Acceptance" encompasses the number of days that passed between the day a candidate submitted an application and the day that they accepted an offer of employment. This includes the screening, interviewing, and offer processes. "Offer Acceptance to Start" includes the number of days that passed between the day an employee accepted an offer of employment and their start date. This largely encompasses the "onboarding" process – the time during which an employee completes documentation, attends orientation, and submits fingerprints. "Application to Start" is the number of days passed between the application submission and the employee's start date.

Test Approach

- Obtained a record of all current AISD employees and filtered for those hired between July 2021 and December 2022.

- Judgmentally selected 60 employees, with representation from both professional and classified classifications.

- Obtained application dates, offer dates, and start dates for each employee via personnel files in *Laserfiche.*

- Calculated the "Application to Offer Acceptance," "Offer Acceptance to Start," and "Application to Start" dates.

Test Results

- Table 20 presents the results of the time-to-fill test. Results are disaggregated by position group (professional and classified) and include both median and average days.

Table 20. AISD Time-to-Fill Test Results, July 2021 to December 2022

Employee Type	Application to Offer Acceptance		Offer Acceptance to Start		Application to Start	
	Median	Average	Median	Average	Median	Average
Professional	21 days	31 days	12 days	15 days	35 days	54 days
Classified	18 days	25 days	14 days	21 days	46 days	47 days
Overall	**19 days**	**27 days**	**13 days**	**19 days**	**43 days**	**50 days**

Source. AISD personnel files

The audit team encountered several challenges when attempting to benchmark the above data. One of those challenges was the fact that the District's definition of the above benchmarks varied from industry standards. Namely, an "offer" at AISD is made verbally and not accompanied by a final compensation amount – it is often not until their first paycheck that employees know how much they are making. This is a departure from the industry standard which is to share final compensation at the time a written offer is made.

The audit team observed several factors that are likely contributing to both the protracted hiring process and the negative perceptions of hiring managers:

- Several key functions within *Frontline* are not currently utilized by the HC Department:

  - *Frontline* allows hiring managers to digitally submit an RFE. This process is currently done manually via email between hiring managers and staffing partners.

  - *Frontline* has the functionality to facilitate the reference check. A candidate submits potential references as part of the application process and they are automatically submitted. Currently, hiring managers contact each of the references. If this functionality is utilized, the hiring manager should only need to contact a current supervisor.

  - The HC Department has not built screening filters in *Frontline* for District job postings. This means that a hiring manager can see all applicants for all postings and must manually screen each candidate. Further, the applications are not cleared out when a candidate is hired. Multiple hiring managers confirmed that this results in calls placed to individuals who have either already been hired at a school or are otherwise not viable candidates.

- Although an *AISD Staffing Partner Manual* exists and includes detailed descriptions of several operating procedures, Gibson's interviews confirmed that the document is not used to standardize protocol across Partners and Specialists. As a result, each Staffing Partner and Specialist executes their responsibilities in a slightly different manner, including the frequency and nature of their communication with hiring managers. According to interviews, this inconsistency leads to confusion and frustration on the part of the hiring managers.

- Staffing Partners and Specialists are currently given minimal opportunities to directly interface with hiring managers. On an individual basis, some partners may go to a campus to meet a principal or attend a principal meeting, but this is not an expectation set by the HC Department. The work of a

recruiter is inherently relationship-based and, without first developing a foundational relationship with the hiring manger, their effectiveness is limited.

▪ Several manual processes in the HC Department create burdensome clerical work for partners and specialists that is both prone to error and takes away from the work of recruiting. For example, partners currently write down a list of the hiring managers they need to update on candidates' progress and email them individually. *Frontline* has multiple functions that facilitate communication between the hiring manager, candidate, and HC Department.

Recommendation 11: Increase the use of existing technologies to expedite the hiring process and enhance collaboration with hiring managers.

The increased use of *Frontline* will have three primary benefits:

▪ The functionality described above will limit the amount of manual work required of both hiring managers and the HC Department;

▪ Adding automation to these components of the hiring process will allow candidates to move through the process more quickly; and,

▪ Increased transparency via *Frontline* (i.e., the ability to see where a candidate is in the hiring process) will encourage collaboration between the HC Department and hiring managers.

In addition to upgrading its use of *Frontline*, the Department should work to improve the perception of the District's hiring process by adhering to standard operating protocols for staffing personnel. This should include, but not be limited to, the timing and content of all information shared with hiring managers, the protocols surrounding the collaboration of staffing partners and specialists, and the timing and content of all information shared with candidates/new-hires.

Lastly, the Department should introduce initiatives that will allow hiring managers to acquire a high-level understanding of the intricacies of the staffing process. As part of this initiative, hiring managers should have the opportunity to interface with their respective staffing partners and specialists. Further, staffing partners and specialists should regularly visit their campuses to strengthen their partnerships with hiring managers and directly experience the staffing needs of a campus.

__Management Response:__ Management agrees with this recommendation. As of March 2023 we have temporarily implemented a new process to enhance collaboration with RFE processing stakeholders in anticipation of the new recruiting and hiring applicant tracking system. By leveraging our existing tools, we can harness the power of real-time collaboration, enabling all stakeholders to work simultaneously and efficiently towards expediting the job offer process. This method holds tremendous potential for accelerating the hiring timeline while ensuring seamless coordination. Staff from the technology integration team partnered with Human Capital staff to develop an employee tracker that would produce an 'Employee Action Sheet' through an AutoCrat export. In addition, Frontline provided means to export the data from Applitrack to feed a spreadsheet which avoids dual data entry. The process to hire was reduced approximately from 40 to 5 minutes per candidate. Through this strategic approach we have streamlined operations that have enabled R&S to promptly extend offers. Ultimately, by implementing this new process, the Office of

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Recruitment and Staffing is working to process Recommendation for Employment forms within 48 (business) hours upon receiving the RFE. This new process through Google sheets also enables hiring managers to have access to a live dashboard to view/track the status of the recommendation they submitted.

Finding 12: A highly manual component of the District's absence management process results in inaccurate leave reporting.

Two technology tools facilitate AISD's absence management process: *Frontline* and *Kronos.* Additionally, there are two to three positions involved in the non-automated components of this process: the staff member entering the absence, and campus-based staff (often a clerk and/or principal) reconciling the absence in *Frontline* and *Kronos.* Figure 32 depicts this process.

Figure 32. Absence Management Process, Teacher
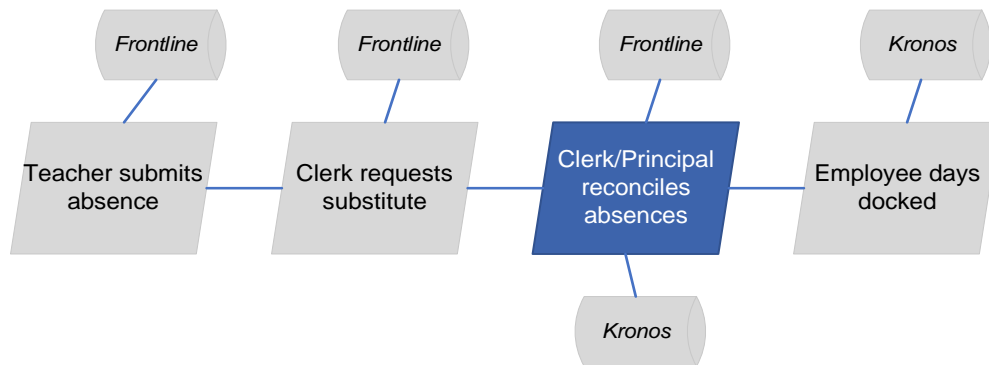
Source. Interviews with AISD staff

After the teacher submits the absence request in *Frontline* and it is approved by an administrator, a clerical staff member requests a substitute for the day. On the day of the absence, a clerical staff member or the principal manually reconciles absence request data in *Frontline* with who was absent and enters that data into *Kronos. Kronos*, as the District's system of record for leave, then automatically deducts days for employees. According to interviews with campus-based staff, the manual reconciliation of *Frontline* and *Kronos* (highlighted in blue above) is highly laborious and prone to error.

To evaluate the impact of this control weakness, the audit team compared two sets of data: a report which included all absences requested in *Frontline* for the 2021-22 school year, and a leave utilization report from *Kronos* which showed the employee, day, reason, and time docked for all employee absences in 2021-22. Several notes about the audit team's analysis:

- The analysis was limited to teachers.

- All employees included in this analysis were employed by AISD in October of 2022 (i.e., all staff who exited the District mid-year in 2021-22 have been excluded).

- AISD tracks several types of leave, but this analysis includes only "Personal" and "Sick." This would exclude any professional development days, jury duty, etc.

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The audit team's analysis showed 8,299 instances in the 2021-22 school year that an absence was entered by a teacher in *Frontline* and not reported in *Kronos*. The audit team found instances of this occurring for 1,518 individual employees, 580 of which showed a one-day discrepancy.

There are several significant impacts of a school district not properly reporting leave data:

- Upon retirement, TRS allows members to purchase service credits using accumulated state and local days. Accurate leave records are central to the compliance of this transaction.

- According to AISD's 2022-23 Benefits Guide, both personal and sick leaves accumulate and are pro-rated upon separation of employment. If the District has not accurately captured leave data prior to an employee's separation, there are likely to be instances of costs going unrecouped.

- Accurate leave data is particularly important for hourly employees because of the direct financial implications.

The audit team believes these numbers are likely conservative – they account only for teachers and include just two types of leave: personal and sick.

Recommendation 12: Strengthen internal controls over absence management.

AISD should take several steps to address current gaps in its absence management process:

- Conduct a comprehensive review of the District's current process to assess any other control weaknesses within the system.

- Introduce additional controls to ensure accurate reporting of employee leave. Examples include:

  - Align the leave request and approval process in the new ERP.

  - Develop and implement leave procedures. This would include a procedure to request a change to an already-scheduled leave.

  - Fully implement the substitute management module in *Frontline*.

- Regularly audit employee absence data to confirm that the system and controls are operating as intended.

Management Response: *Management agrees with this recommendation. Starting July 1, 2023, we will be transitioning away from Absence Management as our substitute management system. Instead, we will be implementing the new Frontline ERP system, which will offer enhanced internal controls and management capabilities for substitute staffing. The integration of different platforms used to capture absences and leaves will be streamlined through the ERP, which will increase data integrity and communication between internal ERP modules. This integration will improve absence management protocols and enhance checks and balances between absences and leave data.*

Chapter 5: Compensation and Benefits

Compensation and benefits represent monetary and non-monetary elements of an organization's expression of value for the work performed by its employees. To attract and retain employees, school systems must offer compensation and benefits programs that compare favorably to other options in the marketplace, and also fall within the spending limitations of a school district's annual operating budget. Because of the wide range of position types in an industry that is highly labor-intensive, and because of the public access to employee-level compensation information, it is challenging to develop pay systems that meet internal needs and pass public scrutiny. In this context it is important that compensation and benefits programs are fair and equitable, and communicated to current and potential employees.

The Compensation and Benefits division within AISD's HC Department is responsible for the oversight and maintenance of the District's compensation and benefits programs. Figure 33 presents the Compensation and Benefits division of AISD's HC Department. The Executive Director of Compensation and Benefits reports to the Assistant Superintendent of Human Capital Systems, who reports to the Chief Human Capital Officer.

Figure 33. AISD Human Capital – Compensation and Benefits Organizational Chart, 2022-23
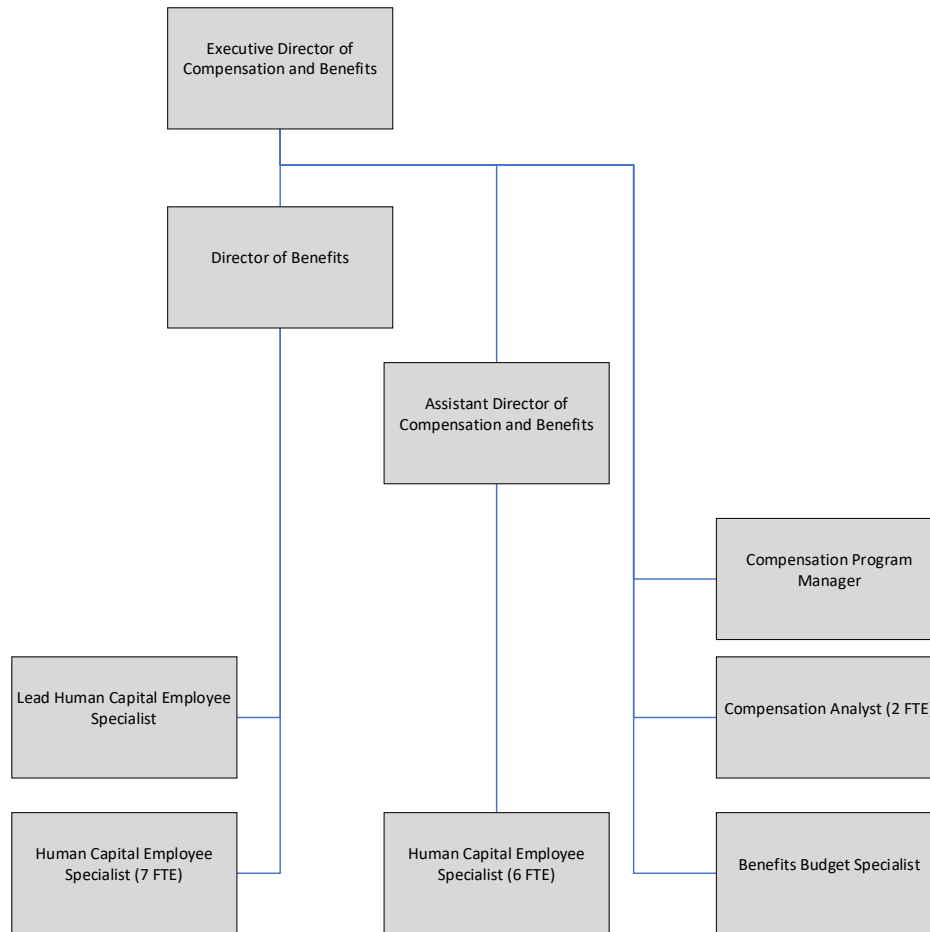
Source. AISD HC Organizational Chart, 2022-23

The detailed roles and responsibilities of each position in the Compensation and Benefits division will be discussed in the following sections.

Compensation

Compensation pay structures and pay levels guide the assignment of salaries and wages to exempt (salaried) and non-exempt (hourly) employees. AISD uses years of experience to determine the minimum pay for its teacher, librarian, registered nurse, counselor, and speech pathologist positions and a "grade" system for all other staff.

AISD's teacher pay scale is in accordance with the state minimum salary schedule as defined by Section 153.1021 of the Texas Administrative Code, Commissioner's Rules on Creditable Years of Service, which mandates the following: "In no instance may a school district pay less than the state base salary listed for individuals for classroom teachers, full-time librarians, full-time counselors, and full-time registered nurses." The AISD step scale provides annual compensation based on years of creditable service for a 10-month contracted employee working a minimum of 187 days as required by the Texas Education Code Section 21.401. Under the step system, pay levels are established for each year or step – up to a defined maximum – based on the number of years of creditable experience. The maximum creditable years of service a new teacher may bring into the District is 30 years. In addition to legislative mandated step increases, the District may periodically evaluate adjustments to the step scale to reflect cost-of-living or market adjustments to increase pay.

Pay grades drive compensation for non-teaching positions. Grades represent groups of positions having similar experience and education, as well as the level of work required, even though they may be different positions. Each pay group has low-range, mid-range, and maximum-range levels of compensation. Creditable years of service/experience are also relevant to pay groups, but there is a broader definition of relative or like experience than what is applied for those on the step structure. For example, an administrative position may consider leadership experience as well as technical experience in determining the value and relevance of prior work experience. Like the step pay system, pay grades can be adjusted periodically to adjust for cost-of-living and market factors.

One of the primary benefits of a step and grade system is pay equity. Employees with the same experience and skill levels in the same pay grade receive the same or similar pay. One of the drawbacks of the step and grade system is that it does not consider employee performance. As a result, a higher performing employee with the same or similar experience would receive the same compensation as a lower performing employee, unless that employee is promoted to a different, higher paying position. In a step and grade system, compensation increases or decreases cannot be applied to reward high performance or address under-performance outside the established ranges for the same position.

Other factors can affect annual compensation, such as the number of scheduled work days for the particular position. Because most school systems, including AISD, operate on a 180-day school year, many positions (e.g., teachers, cafeteria workers, and certain administrative positions) are not year-round positions. As a result, pay equity is not evaluated against total annual compensation, but rather an average daily rate of salaried pay, or a rate per hour for hourly pay.

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Some employees may be eligible for additional forms of compensation:

- Annual stipends may be assigned to certain employees for work performed outside their job description (e.g., coaching girls' volleyball). AISD maintains a schedule of all stipends.

- Extra duty/supplemental pay represents additional wages for activities outside the primary role of the position (e.g., teachers providing after-school tutoring).

- Overtime compensation is driven by the Fair Labor Standards Act and requires employers to pay a higher hourly rate for hours worked in excess of a 40-hour week.

There are five positions – 12 FTE – that fulfill all major transactional responsibilities related to compensation at AISD. Table 21 lists the positions and the primary responsibilities of each.

Table 21. Compensation Position Responsibilities

Position	Primary Responsibilities
Executive Director of Compensation and Benefits	- Oversee the District Compensation Program, including but not limited to wage and salary administration, maintaining all District salary schedules, pay documents, and compensation tables. - Provide oversight and direction in all aspects of AISD Benefits and Wellness programs.
Assistant Director of Compensation and Benefits	- Implement and automate benefit, leave, workers' compensation, wellness, and employee assistance processes and systems. - Monitor the process of the biweekly and monthly payroll processing.
Human Capital Employee Specialist	- Perform data entry related to employee salary, stipend, experience, and demographic records. - Perform HC transactions such as the collection of new hire information, employee status changes, and time and attendance records.
Compensation Program Manager	- Maintain all District salary schedule, pay documents, and compensation tables. - Provide oversight for the District Compensation Program.
Compensation Analyst	- Maintain, organize, and update District-wide job descriptions. - Recommend salary placement for newly hired employees and promotions.

Source. AISD job descriptions and interviews with HC Department staff

In Gibson's staff survey, six questions were asked of staff related to their general satisfaction with AISD's compensation program. Figure 34 presents the questions and results.

Figure 34. Staff Survey Results – Compensation

	Combined Disagree	Combined Agree	Neutral
I can easily access my pay and leave information in the employee self-serve portal.	13.8%	69.6%	16.7%
I never experience issues with my paycheck.	26.8%	56.4%	16.8%
My job description accurately describes the work I do.	41.1%	38.6%	20.3%
I believe my pay is competitive with other nearby districts.	65.1%	16.2%	18.7%
I am compensated fairly for the work that I do.	66.3%	18.3%	15.3%
The HC Department answers my questions regarding compensation in a timely manner.	22.0%	43.8%	34.2%

Source. Gibson Consulting Group – AISD staff survey

Benefits

Employee benefits in public school districts constitute a large, complex, and dynamic set of programs that are either mandated by federal or state law or are voluntarily provided by the District to help attract, retain, and motivate employees, and to contribute to the District's strategic objectives. Such voluntary benefits include retirement savings programs and disability income.

The AISD benefits function is responsible for the management of the District's health insurance plans, supplemental employee benefits, and interacting with insurance vendors and third-party administrators. The function also manages employee leave, workers compensation claims and reporting, Affordable Care Act (ACA) rules and regulations, and ensuring compliance with the Internal Revenue Service (IRS) and Department of Labor (DoL) to protect the District against fines and penalties – all which require dedicated time.

There are six positions – 10 FTE – that fulfill all major transactional responsibilities related to benefits at AISD. Table 22 lists the positions and the primary responsibilities of each.

Table 22. Benefits Position Responsibilities

Position	Primary Responsibilities
Executive Director of Compensation and Benefits	▪ Oversee the District Compensation Program, including but not limited to wage and salary administration, maintaining all District salary schedules, pay documents, and compensation tables. ▪ Provide oversight and direction in all aspects of AISD Benefits and Wellness programs.

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Position	Primary Responsibilities
Assistant Director of Compensation and Benefits	▪ Implement and automate benefit, leave, workers' compensation, wellness, and employee assistance processes and systems. ▪ Monitor the process of the biweekly and monthly payroll processing.
Director of Benefits	▪ Oversee the District's benefit programs, including all aspects of leave management. ▪ Develop District strategy for employee education related to benefit enrollment.
Lead Human Capital Employee Specialist	▪ Serve as the main point of contact for open enrollment. ▪ Oversee eligibility for the District benefit program and ensure proper information is communicated to employees.
Human Capital Employee Specialist	▪ Process all Family and Medical Leave Act (FMLA) requests, and ensure correct deductions for employees on leave. ▪ Facilitate open enrollment process for the District.
Benefits Budget Analyst	▪ Analyze data for trends with attention toward benefits enrollment, absenteeism, leave use, recruitment, and compliance. ▪ Review pay compare and discrepancy reports for accuracy of benefit deductions or contributions.

Source. AISD job descriptions and interviews with HC Department staff

AISD offers a comprehensive benefit package to its employees. In addition to its health plans, the District administers an employee wellness program. AISD's Employee Wellness Program includes a diabetes and hypertension program, a tobacco cessation program, a pregnancy resource toolkit, and a financial education program, among several others.

The District's benefit plans run from January through December, with open enrollment occurring in October of each year. Table 23 presents all of the District's benefit offerings in 2023 with their respective enrollment numbers, plan providers, and effective/review dates.

Table 23. AISD Benefit Plan Details, 2023

Coverage	# Enrolled	Provider	Effective Date	Plan Review Date
Medical				
Aetna HSA Seton	5,169	Aetna – Self-Funded	1/1/23	1/1/24
Aetna Seton Only	3,664	Aetna – Self-Funded	1/1/23	1/1/24
Aetna Open Access Plan	173	Aetna – Self-Funded	1/1/23	Redesigned in 2022 for 2023 plan year
Dental				
DHMO	2,175	Delta Dental – Self-Funded	1/1/2017	1/1/2025

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Coverage	# Enrolled	Provider	Effective Date	Plan Review Date
Delta PPO Core	2,244	Delta Dental – Self-Funded	1/1/2017	1/1/2025
Delta PPO Plus	2,317	Delta Dental – Self-Funded	1/1/2017	1/1/2025
Other				
Vision	5,688	Avesis	1/1/2022	1/1/2025
Health Savings Account	3,724	HSA Bank	1/1/2023	1/1/2024
Supplemental Life and AD&D (Employee, Spouse, and Child)	7,226	SunLife	1/1/2021	2023 for 1/1/2024 effective
Short-Term Disability	5,319	SunLife	1/1/2021	2023 for 1/1/2024 effective
Long-Term Disability	2,483	SunLife	1/1/2021	2023 for 1/1/2024 effective
Health Care FSA	985	National Benefit Services (NBS)	9/1/2013	Last reviewed in 2021
Dependent Day Care FSA	149	National Benefit Services (NBS)	9/1/2013	Last reviewed in 2021
Cancer Indemnity	2,100	Guardian Life	1/1/2017	Evergreen unless District desires to RFP
Accident Indemnity	2,291	Guardian Life	1/1/2017	Evergreen unless District desires to RFP
Lump Sum Critical Illness	1,805	Guardian Life	1/1/2017	Evergreen unless District desires to RFP

Source. Benefit plan data provided by AISD

A competitive benefits package is one of the primary ways an organization can distinguish itself to potential candidates. Increasing health care costs and a competitive labor market make it critical for an organization to find a sustainable balance between attractive benefits and efficiently spent funds. One metric used to assess this balance is the "Health Benefits Cost per Enrolled Employee," defined as the "total benefits cost (self-insured) plus total health benefits premium costs, divided by total number of employees enrolled in health benefits plan."[11] Table 24 presents the health benefits cost per enrolled employee for AISD between 2019-20 and 2021-22.

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[11]"Managing for Results in America's Great City Schools." *Council of the Great City Schools*. October 2022.

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Table 24. AISD Health Benefits Cost per Enrolled Employee, 2019-20 to 2021-22

Benefits Cost per Enrolled Employee	2019-20	2020-21	2021-22
6142 Health/Life Insurance	$56,645,859	$42,219,378	$49,857,129
Enrolled Employees	10,864	10,236	9,672
AISD	**$5,214**	**$4,124**	**$5,154**

Source. Expenditure data and benefits enrollment data provided by AISD

Another useful metric in evaluating the overall health of an organization's benefits program is calculating benefits cost as a percentage of salaries and wages. This provides insight for both the employer and employee; the employer is able to assess the strength of its overall compensation package (in 2022, the U.S. Bureau of Labor Statistics reported that benefits accounted for 34 percent of overall compensation costs across public and private industries) while the employee is provided insight into the true value of his or her compensation (many do not realize the price of employer contributions that would otherwise come out of the employee's pocket).

Table 25 presents the District's benefits costs as a percentage of salaries and wages between 2018-19 and 2021-22. This metric provides an additional perspective on the overall health and competitiveness of an organization's compensation package.

Table 25. AISD Benefits as a Percentage of Salaries and Wages, 2018-19 to 2021-22

Metric	2018-19	2019-20	2020-21	2021-22
Salaries and Wages	$508,899,563	$528,223,185	$564,342,809	$513,588,076
Total Benefits	$143,506,847	$157,638,194	$137,717,502	$149,942,398
Benefits as a % of Salaries and Wages	**28.2%**	**29.8%**	**24.4%**	**29.2%**

Source. Expenditure data provided by AISD

Figure 35 presents benefits costs as a percentage of salaries and wages for AISD and its peers in 2021-22. At 29.2 percent, AISD's percentage is highest among its peers, due primarily to Austin ISD being one of very few districts in the state that pays Federal Insurance Contributions Act (FICA) for all employees (7.65 percent of salaries and wages up to a federally-defined cap).

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Figure 35. Benefits as a Percentage of Salaries and Wages, AISD and Peer Districts, 2021-22
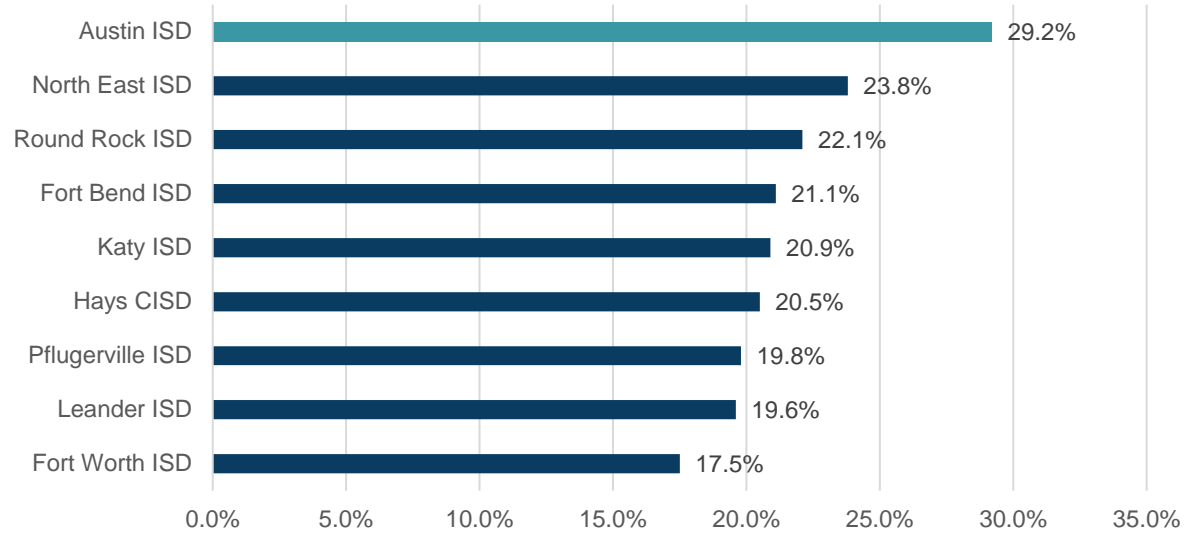
Source. TEA PEIMS Financial Data, 2021-22

In Gibson's staff survey, 12 questions were asked of staff related to their general satisfaction with AISD's benefits program. Figure 36 presents the questions and results.

Figure 36. Staff Survey Results – Benefits
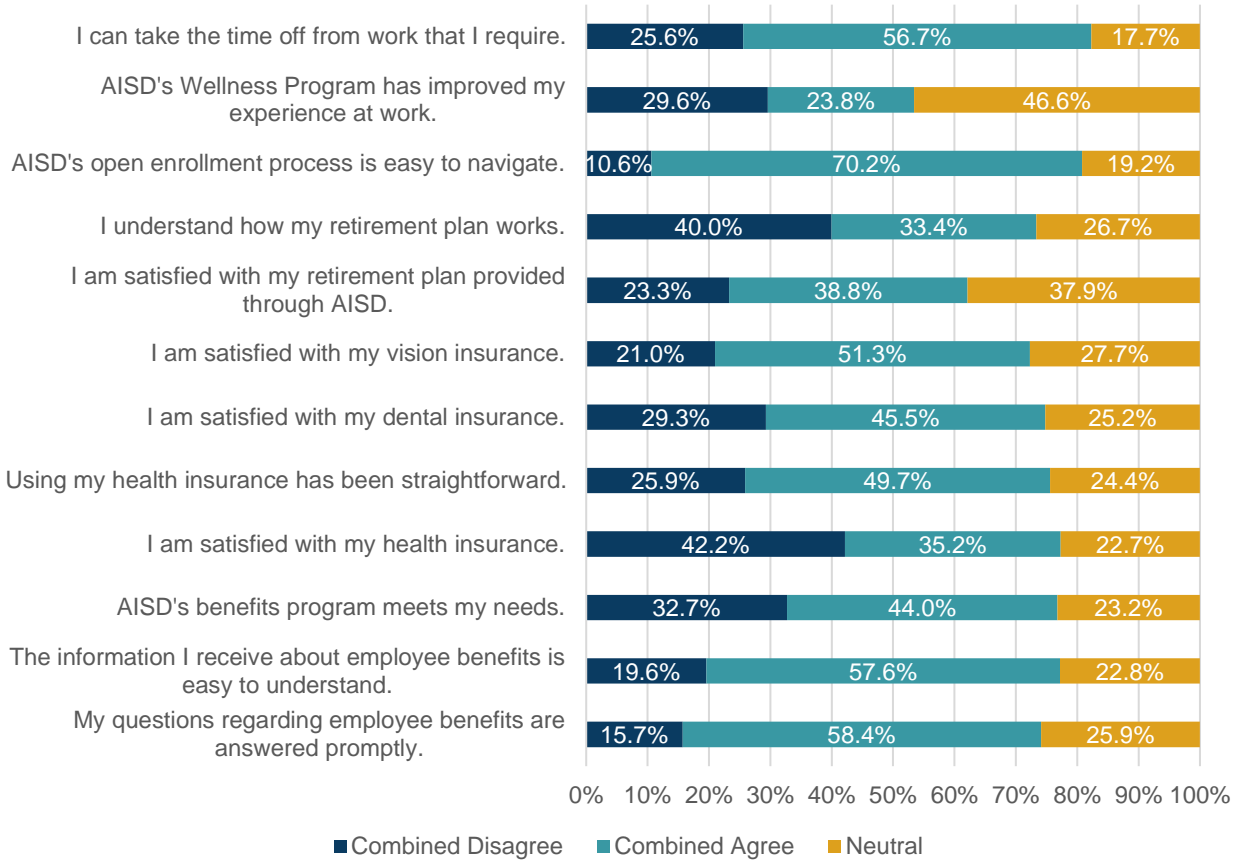
Source. Gibson Consulting Group – AISD staff survey

Commendation, Findings, and Recommendations

Commendation 1: AISD's benefits enrollment rate outpaces industry benchmarks.

The benefits enrollment rate (the total number of employees enrolled in the health benefits plan, divided by the total number of eligible employees) is an important metric for employers for two primary reasons:

- It indicates the levels to which employees are taking advantage of the organization's overall compensation package and its relative competitiveness; and,

- High employee participation demonstrates effective education and access to the benefits enrollment process for all staff and employee groups.

For the last several years, AISD's benefits enrollment rate has outpaced COGCS benchmarks. Table 26 presents AISD's benefits enrollment rate as well as COGCS quartile benchmarks between 2019-20 and 2022-23. With rates hovering between 91 and 98 percent, AISD falls consistently within the COGCS upper quartile.

Table 26. Health Benefits Enrollment Rate, AISD and COGCS Benchmarks, 2019-20 to 2022-23

Health Benefits Enrollment Rate	2019-20	2020-21	2021-22	2022-23
AISD	98%	94%	92%	91%
COGCS Upper Quartile	92%	92%	Not available	Not available
COGCS Median	85%	87%	Not available	Not available
COGCS Lower Quartile	80%	79%	Not available	Not available

Source. Benefits enrollment data provided by AISD; COGCS Managing for Results Report, 2022

One of the primary drivers of the District's success on this metric is the HC Department's employee education program, specifically related to open enrollment. The Department conducts trainings and presentations across multiple mediums which promote awareness of benefits offerings and provide logistical support. Gibson's staff survey showed strikingly high levels of agreement with the question "AISD's open enrollment process is easy to navigate," as shown in Figure 37 below.

Figure 37. Gibson Staff Survey Results: "AISD's open enrollment process is easy to navigate."
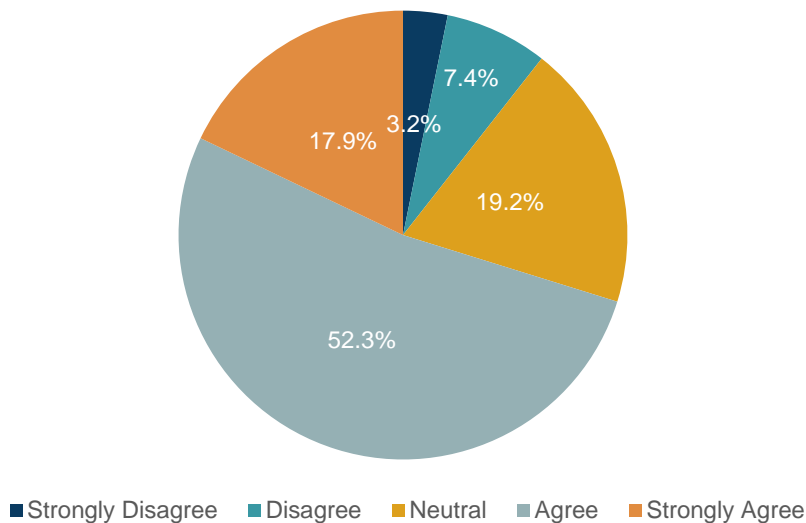
Source. Gibson Consulting Group – AISD staff survey

Finding 13: The inconsistent application of District pay rules has created salary compression at AISD.

Salary compression is a situation that occurs when there is only a small difference in pay between employees regardless of their skills or experience. When salary compression occurs, an employee with more years of experience may receive the same or similar compensation as another employee with far less experience. The opposite situation can also occur. Another form of salary compression exists when there is a significant difference in pay yet identical or similar skills and experience are present.

Compensation decisions to pay employees more are often made with good intentions – typically a desire to keep valuable employees or to attract new talent. However, the result is inequitable pay in the District's system of step and grade positions.

The audit team assessed the prevalence of salary compression by performing analysis on the entire non-teaching position dataset to determine which positions appeared to have a higher probability of inequity. The audit team also analyzed the data to determine if any employee salaries fell outside of the Board-approved range based on their experience. The audit team used a data visualization tool to flag positions where pay did not seem to be commensurate with years of service.

The expected relationship between hourly pay and experience should show increasing pay as experience increases – an upward trend line as more years of experience is earned. The absence of this relationship may indicate salary compression.

The audit team performed calculations using the AISD 2022-23 Salary Schedule and a record of AISD employee pay and total experience levels as of November 2022. The HC Department manually calculates creditable years of experience for each staff member and does not store the data in a way that can be accessed for all employees. As a result, the audit team's compression analysis included only those paygrades with a 1:1 experience calculation – non-exempt classified employees.

Figures 38, 39, and 40 present examples of pay grades where salary compression is evident. The X-axis represents total years of service; the Y-axis represents hourly pay. The horizontal lines depict the minimum and maximum pay levels for the position. Each data point represents an AISD employee who falls under the respective paygrade.

Figure 38. AISD Hourly Pay and Experience Analysis – Paygrade AUX10 (Operational Technician)
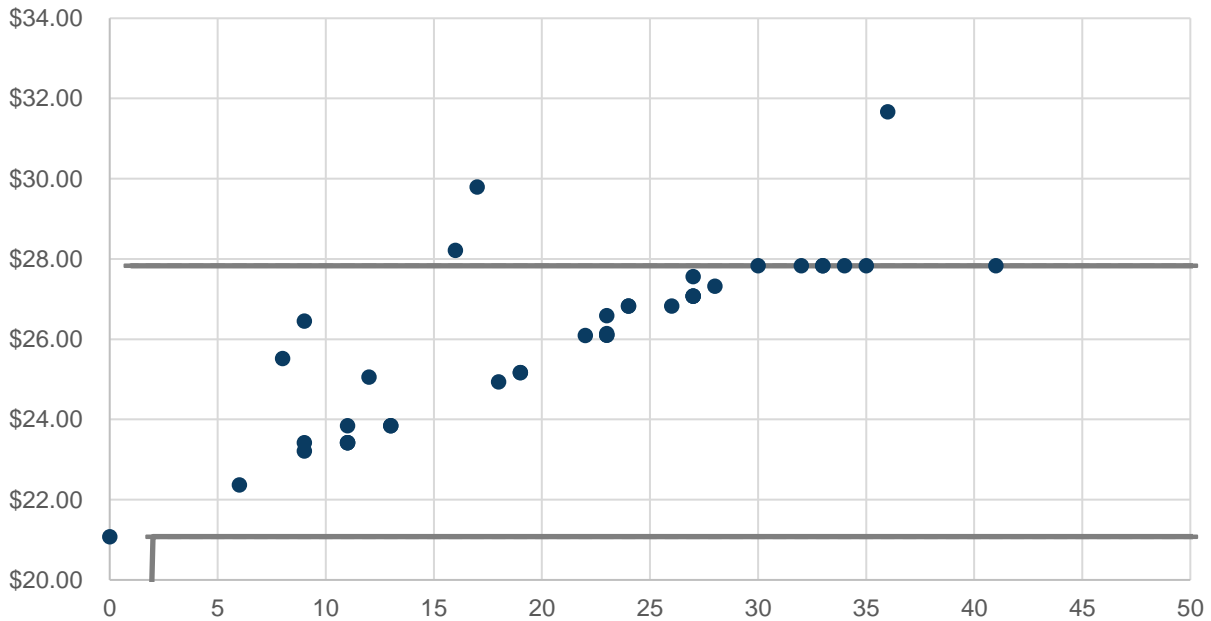
Source. AISD Salary Schedule, 2022-23; AISD Salary Rates, November 2022

Figure 39. AISD Hourly Pay and Experience Analysis – Paygrade IT3 (Help Desk Analyst/Specialist)
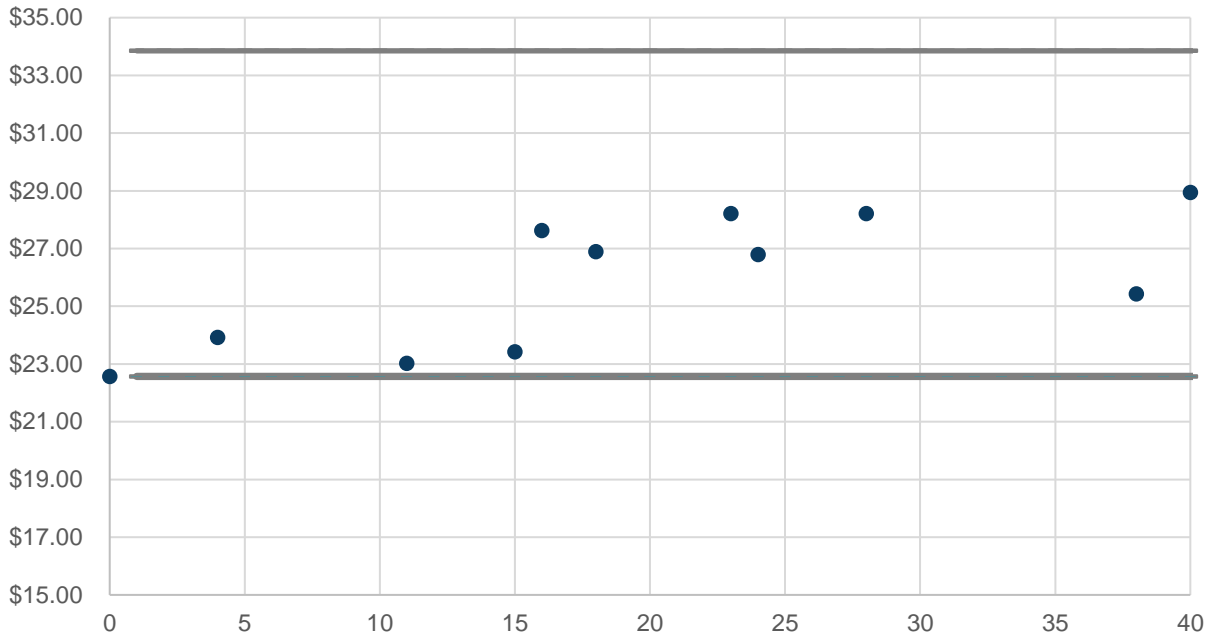
Source. AISD Salary Schedule, 2022-23; AISD Salary Rates, November 2022

Figure 40. AISD Hourly Pay and Experience Analysis – Paygrade NIS03 (Inventory Technician)
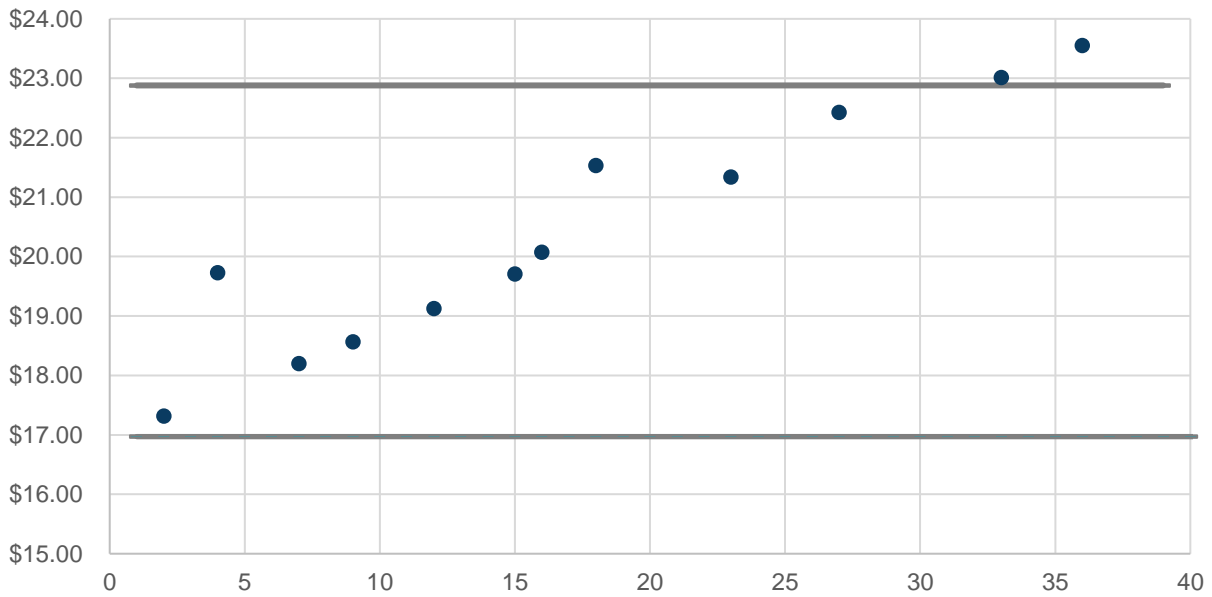
Source. AISD Salary Schedule, 2022-23; AISD Salary Rates, November 2022

These examples reflect pay grades where there is not a consistent relationship between experience and pay, indicating that salary compression is likely evident.

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Recommendation 13: Address salary compression through adherence to District pay rules.

AISD should complete its own analysis of salary compression for all positions, and develop a plan to address it. This plan should include the following implementation strategies:

- Determine the full extent of salary compression. This can be done by replicating the above analyses for all positions, using applicable years of experience.

- Estimate the cost to AISD to address salary compression, establish priorities, and develop a plan to address it over the next three years.

- Implement controls to ensure compliance with pay guidelines.

- Align pay grades with the market values to minimize the risk of future salary compression.

- Conduct annual follow-up analyses to ensure that progress is being made in addressing salary compression.

Management Response*: Management agrees with this recommendation. Austin ISD has specific outlined practices within the Compensation Manual that define the application/calculation of applicable experience for compensation purposes. There are different practices outlined for each group of employees as to how experience is reviewed and applied. Compression is not always as simple as totaling up all years of experience and applying a black-and-white approach. Periodically, the Compensation team reviews categories of employees with TASB for pay disparity and makes recommendations for adjustments as necessary.*

Finding 14: More than 300 AISD employees are being compensated outside of Board-approved pay ranges.

AISD Board Policies DEA (LOCAL) outlines the District's compensation plan. Board Policy DEA (LOCAL) describes the process by which the Superintendent "recommends an annual compensation plan for all District employees" and the "Board reviews and approves the compensation plan to be used by the District."

The audit team analyzed data to test if any employee compensation rates fall outside of the 2022-23 Board-approved ranges for compensation. The analysis indicated potential compliance risks with respect to Board-approved compensation ranges – 251 employees are currently compensated above the Board-approved maximum and 113 are compensated below the Board-approved minimum.

Figure 41 presents the count of total employees, separated into pay grades, that the audit team's analysis indicated are being compensated below the Board-approved minimum. The pay grade with the most employees being paid below the Board-approved minimum is BD1 (Bus Drivers). HC Department leadership provided the following context related to bus driver compensation: "Prior to SY22-23, bus drivers were paid a minimum of $17/hour and compensated for holidays (208-day duty calendar). Surrounding school districts do not pay for holidays and, as such, were able to offer a higher hourly rate, creating a hardship in our recruitment efforts. For that reason, a new bus driver duty calendar and correlating hourly rates were implemented for the 22-23 school year. The new calendar is 183 duty days (removing paid holidays) at a new entry rate of $21.00 per hour. At the time of the change, bus drivers already on staff

were provided an option of remaining on the old duty calendar (208) at a lower hourly rate or moving to the new calendar (183) at a higher hourly rate. All new hires with the district are automatically put on the new 183-day calendar so that the old duty calendar can be phased out."

Figure 41. Count of AISD Employees Below Board-Approved Minimum, by Pay Grade
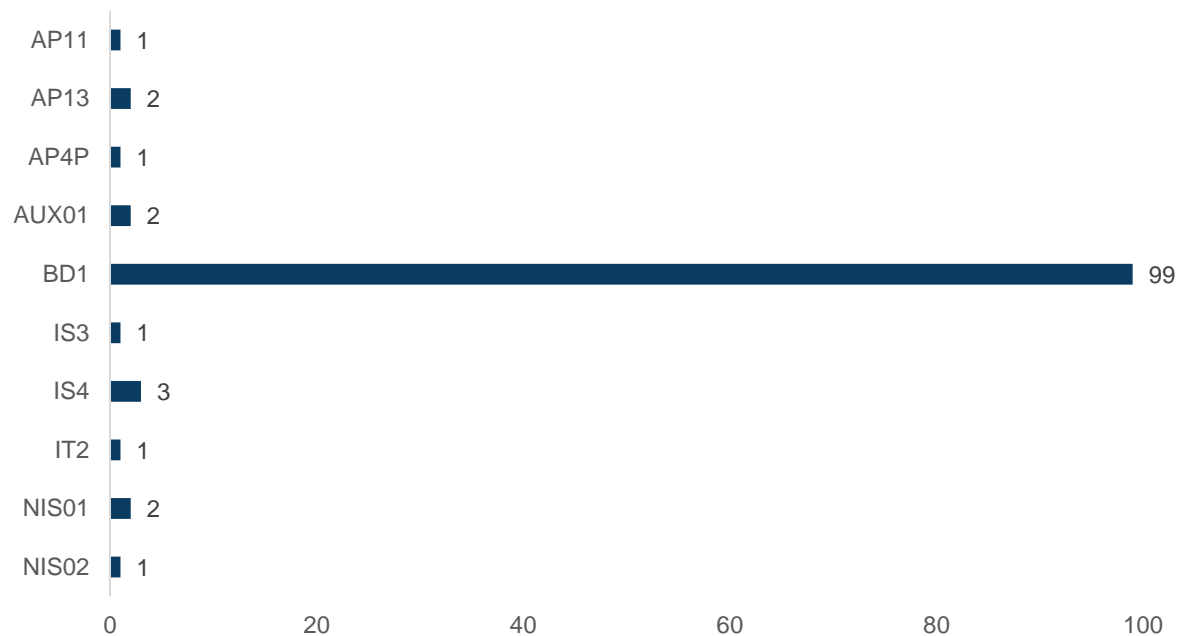
Source. AISD Salary Schedule, 2022-23; AISD Salary Rates, November 2022

Figure 42 presents the count of total employees, separated into pay grades, that the audit team's analysis indicated are being compensated above the Board-approved maximum. The pay grade with the most employees being paid above the Board-approved maximum is AP9 (Elementary Principals).

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Figure 42. Count of AISD Employees Above Board-Approved Maximum, by Pay Grade
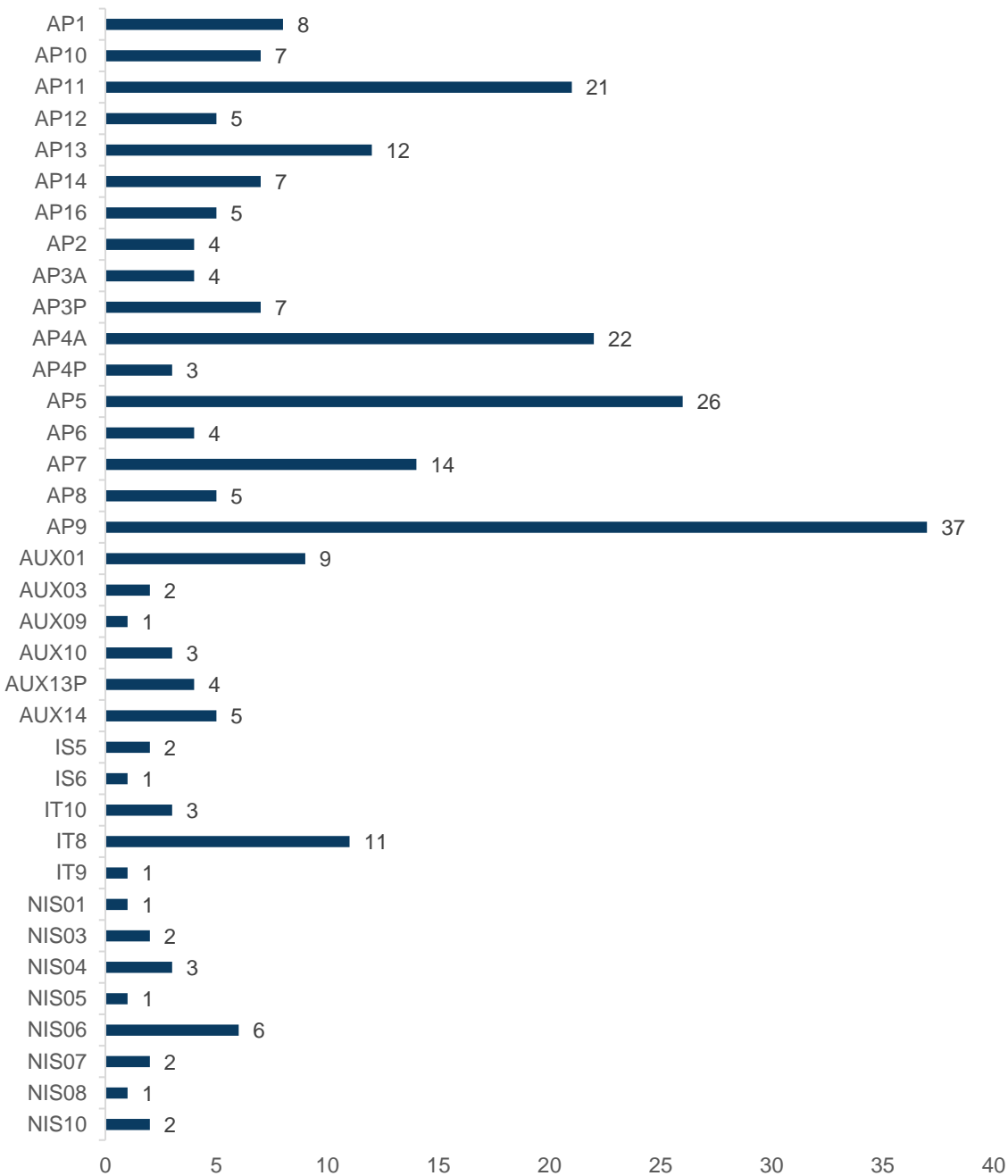
Source. AISD Salary Schedule, 2022-23; AISD Salary Rates, November 2022

A complete list of AISD's 2022-23 paygrades and their corresponding positions can be found in *Appendix D: Pay Grade Descriptions*. There are multiple factors that may have contributed to the inequities described above:

- Pay guidelines that allow AISD management to offer compensation outside of Board-approved ranges for contracted positions on a case-by-case basis. This is particularly common in highly specialized or high-need positions as they are often the most challenging to staff.

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- The absence of internal controls that would identify pay levels outside the established ranges.

- A general practice of not adjusting pay if an employee is reassigned to a position with a lower paygrade.

- Inconsistent application of methods intended to equitize individual salaries within the paygrade when paygrades have been adjusted.

Recommendation 14: Adjust compensation rates to fall within Board-approved ranges.

In accordance with AISD Board Policies DEA (LEGAL and LOCAL), the District should develop a plan to ensure that all pay levels fall within Board-approved ranges.

Management Response*: Management agrees with this recommendation. Austin ISD does conduct internal audits and reviews to adjust compensation for those that fall below the Board-approved minimums. At this time, it is not the practice of Austin ISD to adjust any employees that are compensated over the posted Board-approve maximums as they benefit from compounded Board-approved increases each year. There are times in special circumstances where an employee's pay is held harmless, adding to the appearance of employees being paid over a given maximum pay range.*

Finding 15: AISD's pay determination process heightens the risk of late or inaccurate payment to its employees.

AISD employees commonly begin work prior to receiving a formal notice of their annual salary and stipends. Additionally, the audit team's analysis found multiple occurrences of inaccurate payments to employees. These issues are due, in large part, to the timing of and multiple inefficiencies in the District's pay determination process. Figure 43 presents a timeline of major milestones in AISD's pay determination process, and includes references to several audit observations that follow.

Figure 43. Pay Determination Milestones with References, 2022
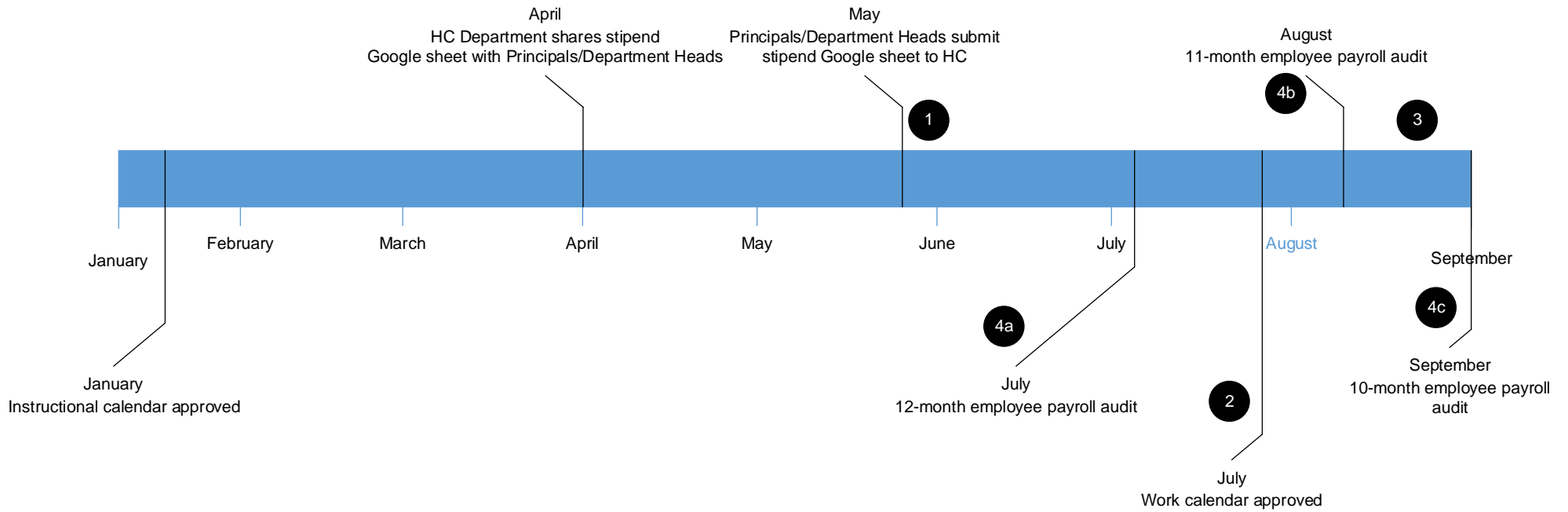
Source. Gibson Consulting Group, based on interviews with AISD staff

See below for the observations referenced in the figure:

1. The HC Department's stipend process is highly manual. The Department provides multiple template stipend Google sheets to all principals and department heads every year. The first is in April and includes all Bilingual and Special Education stipends. Principals/department heads are then asked to submit the completed template by May which includes a list of positions receiving stipends, stipend type, and stipend amount. The highly manual nature of this process and the fact that many principals/department heads fail to submit their completed templates by the deadline, are leading causes of late or inaccurate stipend payments (noted in local news articles as well as the audit team's review of "Let's Talk" submissions). Additionally, the timing of the pay determination process strains the internal controls that are intended to validate stipend payments. The audit team conducted testing on a sample of current stipends which showed a high exception rate. Below is a description of the audit test objectives, approach, and results.

Audit Test – Stipends

Test Objective

- Validate that a sample of stipends are supported by evidence of having met District stipend criteria.

Test Approach

- Obtained a record of all AISD stipend payments for the 2022-23 school year.

- Disaggregated the data based on stipend type.

- Randomly selected 20 samples from major stipend categories.

- Reviewed evidence of eligibility for each selected stipend. Evidence includes appropriate certifications, staff rosters, etc.

Test Results

- Out of 20 stipends selected, 16 (80 percent) were sufficiently substantiated. Four stipends (20 percent) lacked sufficient supporting documentation. Table 27 presents the stipends tested and the result.

Table 27. AISD Stipend Test Results

Position	Stipend Type	Stipend Amount	Sufficient Evidence?
Drama Teacher	Bilingual	$ 5,850	No. Inaccurate PCN – audit team unable to validate.
CTE Teacher	Bilingual	$ 2,500	No. Inaccurate PCN – audit team unable to validate.
ES Bilingual Teacher	Bilingual	$ 600	No. No evidence of certification.
Science Teacher	Bilingual	$ 2,490	No. No evidence of certification or assignment.
HS Bilingual Teacher	Bilingual	$ 1,800	Yes
Science Teacher	Athletics	$ 3,000	Yes
Athletic Coordinator	Athletics	$ 1,695	Yes
English Teacher	Athletics	$ 5,100	Yes
P.E. Teacher	Athletics	$ 2,325	Yes
Orchestra Teacher	Fine Arts	$ 6,000	Yes
Theatre Teacher	Fine Arts	$ 5,850	Yes
Band Teacher	Fine Arts	$ 4,811	Yes
MS Inclusion Teacher	Special Education	$ 800	Yes
Language Arts Teacher	Special Education	$ 600	Yes
HS Athletics Teacher	Special Education	$ 830	Yes
Language Arts Teacher	Special Education	$ 1,000	Yes
Social Behavior Services Teacher	Special Education	$ 1,250	Yes
HS Agriculture Teacher	Chair	$ 2,000	Yes
Social Studies Teacher	Chair	$ 1,125	Yes
MS Inclusion Teacher	Chair	$ 2,202	Yes

Source. Gibson Consulting Group

2. The District work calendar is often not finalized until after the start of AISD's fiscal year. Given the relatively high amount of District pay calendars and pay groups, this does not provide adequate time for the HC Department to finalize individual compensation.

3. Because compensation is not finalized by the beginning of the school year, the HC Department is not able to issue an annual pay notice to employees. This means that a significant number of AISD staff members begin the school year not knowing their compensation. Based on interviews with HC Department staff, nearly one-third of all AISD employees' 2022-23 compensation was not final in November 2022.

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4. Payroll audits are used to ensure the accuracy of employees' pay by verifying funding sources, pay types, stipends, and years of experience. At AISD, annual payroll audits occur immediately prior to the first payroll for each pay start date:

    a. 12-month employees in July;

    b. 11-month employees in August; and,

    c. 10-month employees (the largest group) in September.

    The HC Department is not setting or auditing pay until those dates, which is insufficient time to ensure accuracy and contributes to the issues described above.

In addition to those presented above, the audit team identified two other inefficiencies in the pay determination process:

▪   The HC Department currently lacks the technology to perform comprehensive salary increase scenarios. This is critical to effective staff planning and should begin prior to the start of a new fiscal year.

▪   The payroll unit does not enter employee pay change data until payroll processing begins. This practice increases the risk of not processing a pay change in time, or processing it inaccurately. For example, if an employee is assigned a stipend, the payroll unit will not add the stipend to the employee's payroll screens until processing the next paycheck. If there are any issues with the payment of the stipend, there is little to no time to make corrections.

The issues described above have a direct impact on the employee experience. "Let's Talk" tracks the sentiment attached to key words from its dialogues – this metric ranges from -100 to +100. Across HC's 7,958 received dialogues in 2022-23, words related to compensation showed consistently negative sentiment scores: compensation (-12.4), pay (-12), paycheck (-17.2), and payment (-10.6). Additionally, Figure 44 presents staff responses when asked "I never experience issues with my paycheck" in Gibson's staff survey. A total of 26.8 percent of respondents responded "Disagree" or "Strongly Disagree."

Figure 44. Gibson Staff Survey Results: "I never experience issues with my paycheck."

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
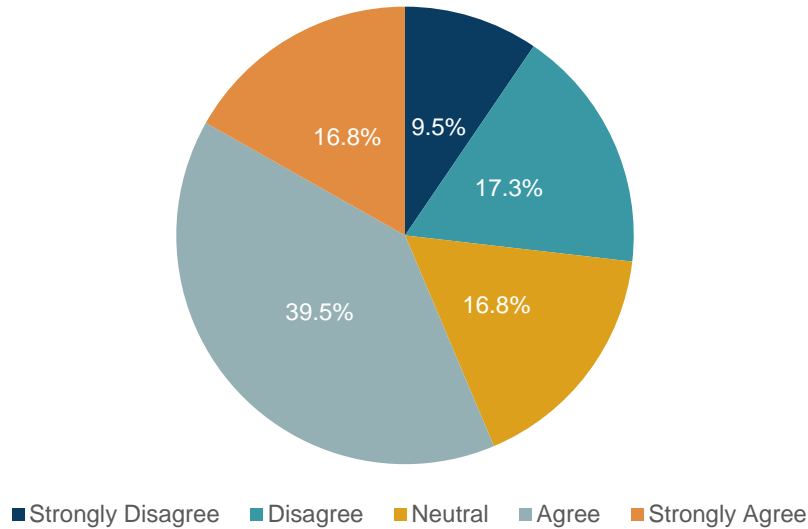
Source. Gibson Consulting Group – AISD staff survey

Recommendation 15: Reengineer the District's annual pay determination process.

The HC Department should reengineer its annual pay determination process to ensure that compensation is accurate and determined prior to the beginning of an employee's onboarding. The primary changes the Department should make are the following:

- Conduct payroll audit to identify any potential areas of compression as part of the budget process (in early spring). This audit could be used to influence budget recommendation.

- Decrease the manual burden (on HC staff and principals) of stipend assignments by taking the following steps:

  – Whenever possible tie stipends to a position and not an employee. Therefore, the personnel occupying that position are automatically assigned the pay type and do not require additional approvals.

  – Stipends for certification and degree level should be assigned at the time of hire and roll from year to year as part of the employee's salary.

  – Stipend audits should be conducted by the department or program with oversight of the associated roles and duties of the stipend (e.g., Athletics), and then confirmed by the campus principal. Some stipends will still require principal assignment (e.g., extracurricular clubs), but it should be far fewer than the current number.

- Utilize the staff planning module in *Frontline* to make changes to positions as decisions are made during the budget process. Additionally, using the staff planning module, the Department should enter salary changes, adjustments, and increases before the start of the fiscal year. These updates will allow HC staff to discontinue the practice of tracking position/employee data on spreadsheets.

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- Begin issuing annual pay notices to all employees to provide transparency around compensation (at least three weeks prior to their first paycheck). This is predicated on compensation being finalized prior to the start of work which should become significantly easier to do with calendar approvals and payroll audits happening earlier in the year, as well as the implementation of a new ERP system.

Management Response: *Management agrees with this recommendation. Currently, Austin ISD follows similar practices to other school districts in which, when a job is offered, a preliminary salary is quoted and provided based on the information at hand. There are multiple factors that go into the calculation and/or determination for an employee's salary/hourly rate, and stipends. Within our Compensation manual, there is language that states that a new hire has 135 days from their start date in order to submit their verification of experience. Every effort is made to provide an employee with the most accurate and/or "final" salary/hourly rate during the job offer. Human Capital does verify with the hiring manager to determine if there are or are not applicable stipends based on the position and the role/work. With the implementation of the new Frontline ERP, the Compensation Department will work with the Assistant Superintendent to develop and issue formal compensation notices to all employees cyclically. AISD's recruiting season starts in March. Due to the late board-approval in June, this statement is true to a certain degree. While employees hired prior to the board approval may not be given a new salary, they do have the opportunity to inquire about salary after the board has approved the budget for the upcoming school year. While increases are never guaranteed and are subject to change at the last minute, AISD chooses not to quote a rate that could ultimately change and therefore need to be retracted.*

Chapter 6: Employee Relations

Employee relations involves management of employee grievances and complaints, employee investigations, management of the employee performance evaluation process, employee recognition programs, and employee discipline.

Discipline and evaluation are two concepts that are highly interconnected. To discipline an employee, principals and other supervisors must have well-prepared documentation to substantiate any adverse employment action decision. But to have good documentation, supervisors need a well-crafted disciplinary policy to enforce. Additionally, a comprehensive evaluation process is an important investment in a district's workforce. It promotes professional growth, meaningful collaboration, and increases staff retention.

A healthy and productive workplace also includes a transparent and well-documented protocol for employees to file complaints and grievances. A fair and robust process for dealing with employee complaints and grievances instills trust and increases overall employee satisfaction.

Two divisions within the HC Department are primarily responsible for functions related to employee relations: Employee Relations and Employee Effectiveness, Experience, and Sustainability. Figure 45 presents the Employee Relations division of AISD's HC Department. The Executive Director of Employee Relations reports to the Assistant Superintendent of Human Capital Systems, who reports to the Chief Human Capital Officer.

Figure 45. AISD Human Capital – Employee Relations Organizational Chart, 2022-23
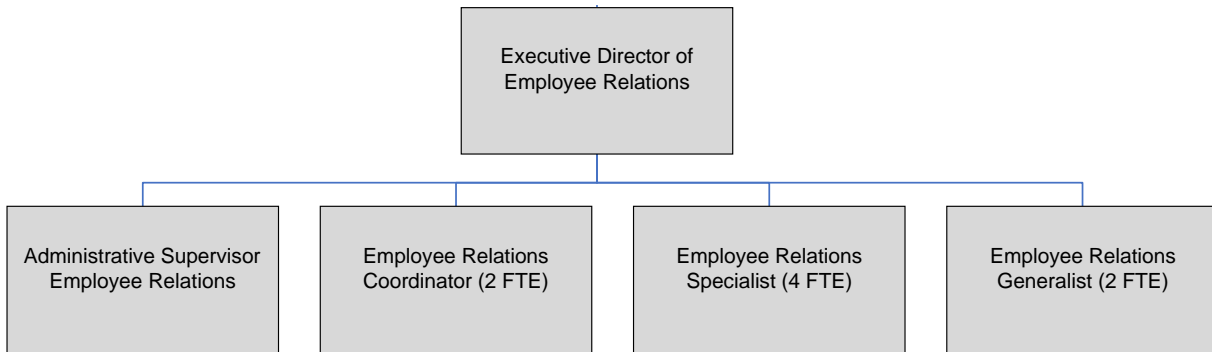
Source. AISD HC Organizational Chart, 2022-23

Table 28 presents the primary responsibilities – as described in District job descriptions – of each of the positions in the Employee Relations division.

Table 28. Employee Relations Division Positional Responsibilities

Position	Primary Responsibilities
Executive Director of Employee Relations	▪ Conduct and oversee investigations related to employee misconduct, with a special emphasis on complex cases. ▪ Develop, schedule, and conduct trainings and presentations to employees at all levels on various employee relations functions.
Administrative Supervisor, Employee Relations	▪ Ensure District ADA compliance. ▪ Manage and review the criminal background check process for applicants, employees, contractors, and volunteers.
Employee Relations Coordinator	▪ Lead investigations related to employee misconduct, draft investigation reports, and make recommendations for corrective/disciplinary action that adheres to school District policies and associated employment law. ▪ Conduct and coordinate investigations in response to Title IX and related complaints/grievances using consistent practices and standards free from retaliation.
Employee Relations Specialist	▪ Fingerprint candidates and contractors. ▪ Vet criminal FBI, state, and national background records through DPS using AISD Board policy criteria.
Employee Relations Generalist	▪ Conduct investigations related to employee misconduct; collect information, interview involved individuals, analyze evidence and facts, and make recommendations for corrective/disciplinary action that adheres to school district policies and associated employment law. ▪ Advise administrators/supervisors about employee matters.

Source. AISD HC job descriptions

Figure 46 presents the Employee Effectiveness, Experience, and Sustainability division of AISD's HC Department. The Executive Director of Employee Effectiveness, Experience, and Sustainability reports to the Chief Human Capital Officer.

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Figure 46. AISD Human Capital – Employee Effectiveness, Experience, and Sustainability Organizational Chart, 2022-23
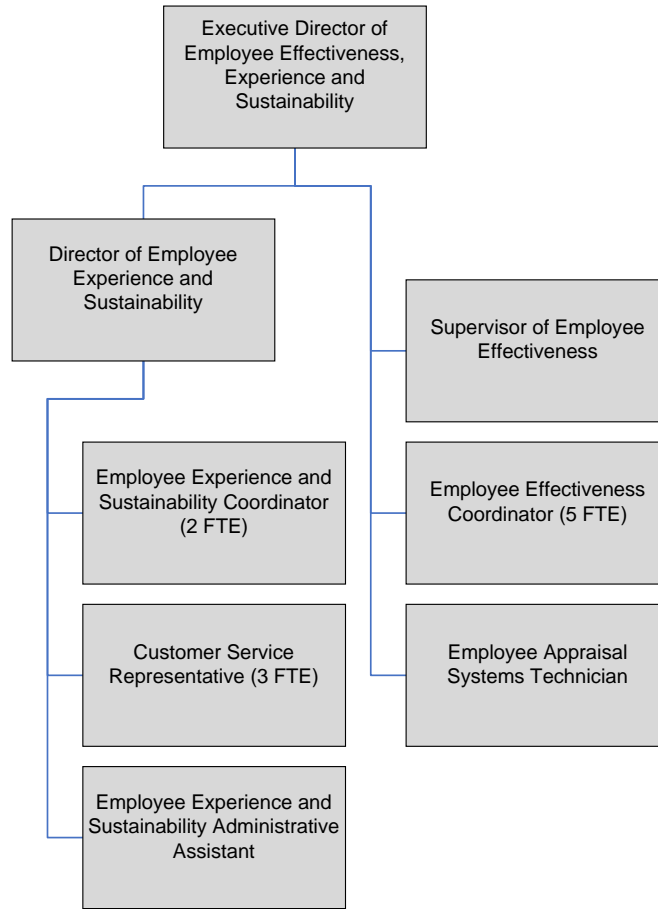
Source. AISD HC Organizational Chart, 2022-23

Table 29 presents the primary responsibilities – as described in District job descriptions – of each of the positions in the Employee Effectiveness, Experience, and Sustainability division.

Table 29. Employee Effectiveness, Experience, and Sustainability Positional Responsibilities

Position	Primary Responsibilities
Executive Director of Employee Effectiveness, Experience, and Sustainability	- Develop innovative programs to attract and retain employees and be among the best places to work. - Oversee research and communicate current and upcoming effectiveness and sustainability techniques that could be utilized by the HC team.
Director of Employee Effectiveness, Experience, and Sustainability	- Review, evaluate, and benchmark comprehensive District employee effectiveness data with efforts that align with best practices. - Coordinate activities on behalf of stakeholder groups that align employee retention and support, including affinity groups, think tanks, community engagement, and customer service.
Employee Experience and Sustainability Coordinator	- Develop creative and innovative professional development plans and training methods for all staff. - Develop monthly reports on key performance indicators in areas such as retention, promotion, equity, and compensation.
Customer Service Representative	- Receive and direct all telephone calls received at the Central Office Administration building. - Provide back-up support to various Human Capital Departments.
Supervisor, Employee Effectiveness	- Support and assist in the planning, implementation, coordination, and reporting on all functions related to PPfT Appraisal and PPfT HCS programs (Leadership Pathways, LP+1, PDUs). - Provide on-site coaching and support to principals and teachers to ensure consistency in the overall appraisal process.
Employee Effectiveness Coordinator	- Support and assist in the planning, implementation, coordination, and reporting on all functions related to PPfT Appraisal and PPfT HCS programs (Leadership Pathways, LP+1, PDUs). - Provide on-site coaching and support to principals and teachers to ensure consistency in the overall appraisal process.
Employee Appraisal System Technician	- Create and maintain accurate records of ongoing progress of staff evaluation activities including new hires, position changes, and evaluation completion status. - Assist in registration and communication around required appraisal certification courses.

Source. AISD HC job descriptions

AISD Board Policies related to employee relations are located in Section D in the online Board Policy Manual. The relevant policies are as follows:

- Policy DAA (LEGAL) establishes that the District is an equal opportunity employer committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention, and other personnel actions.

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- Policy DAB (LEGAL) establishes that the District is committed to nondiscrimination with regard to age, race, national origin, ancestry, and other human capital factors.

- Policy DIA (LEGAL)/DIA (LOCAL) states that the District prohibits sexual harassment and any other type of harassment of any kind to school personnel or student at school or any school sponsored activity.

- Policy DGBA (LOCAL) establishes the four-level employee complaint/grievance process for AISD and includes general guidance and protocol for handling complaints/grievances.

- Policy DN (LOCAL) states that all employees should be evaluated in the performance of their duties.

- Policy DNA (LEGAL)/DNA (LOCAL) establishes the appraisal process for teachers.

- Policy DNB (LEGAL)/DNB (LOCAL) establishes the appraisal process for campus administrators.

- The AISD Employee Handbook, which provides capsulized information about policies, is found on the AISD website.

In Gibson's staff survey, three questions were asked of staff related to their general satisfaction with basic employee relations functions. Figure 47 presents the questions and results. A third of all respondents strongly disagreed or disagreed with the statement "I know who to reach out to for support if I have an issue with a colleague" suggesting that additional employee relations training may be necessary for AISD employees.

Figure 47. Staff Survey Results – General Employee Relations
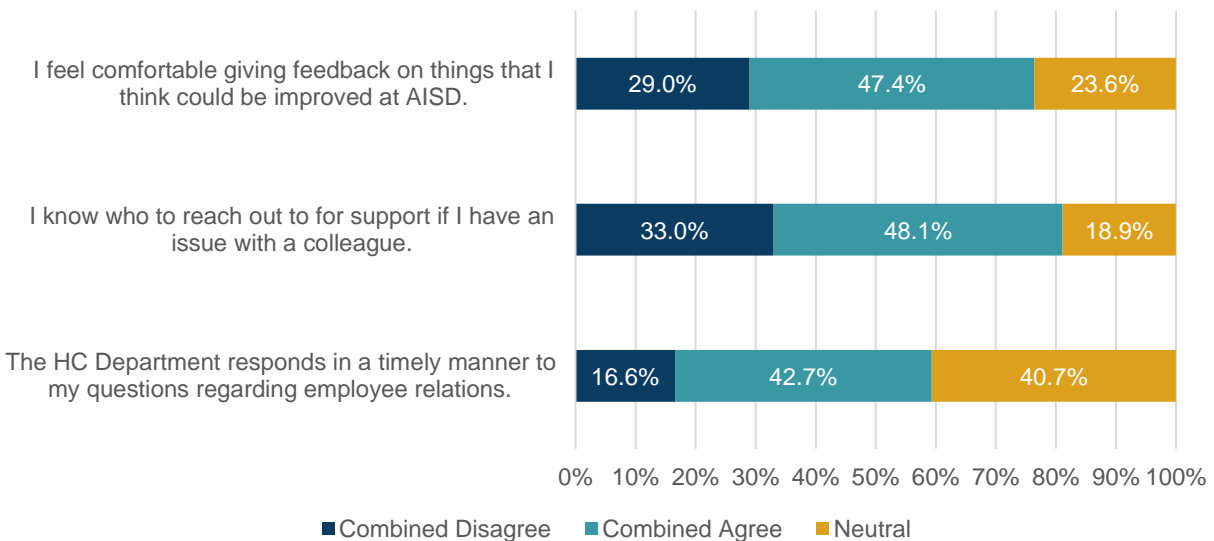
Source. Gibson Consulting Group – AISD staff survey

Employee Turnover

Employee turnover refers to the total number of workers who leave a company over a certain period of time. The employee turnover rate is an important metric used to assess employee satisfaction and the overall health of an organization's culture. Figure 48 shows the rate of teacher turnover at AISD compared to the state average between 2017-18 and 2021-22. AISD's teacher turnover rate fluctuated dramatically over the five-year period, from a high of 18.1 percent in 2021-22 to a low of 13.1 percent in 2020-21. The COVID-19 pandemic significantly impacted turnover rates at school systems across the country, including AISD's. In fact, the District's turnover rate very closely reflects state trends.

Figure 48. AISD and State Average Teacher Turnover Rate, 2017-18 to 2021-22
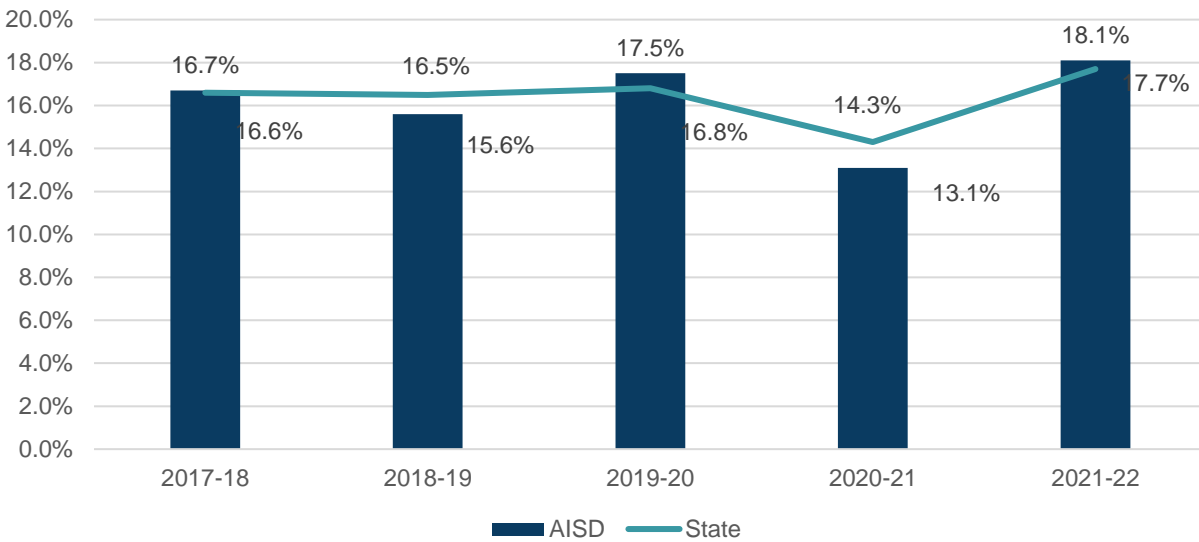
Source. TEA Texas Academic Performance Reports, 2017-18 to 2021-22

Figure 49 illustrates AISD's teacher turnover rate as it compared to peer districts in 2021-22. AISD's teacher turnover rate of 18.1 percent ranks second highest among its peers, behind Pflugerville ISD.

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Figure 49. AISD and Peer District Teacher Turnover Rate, 2021-22
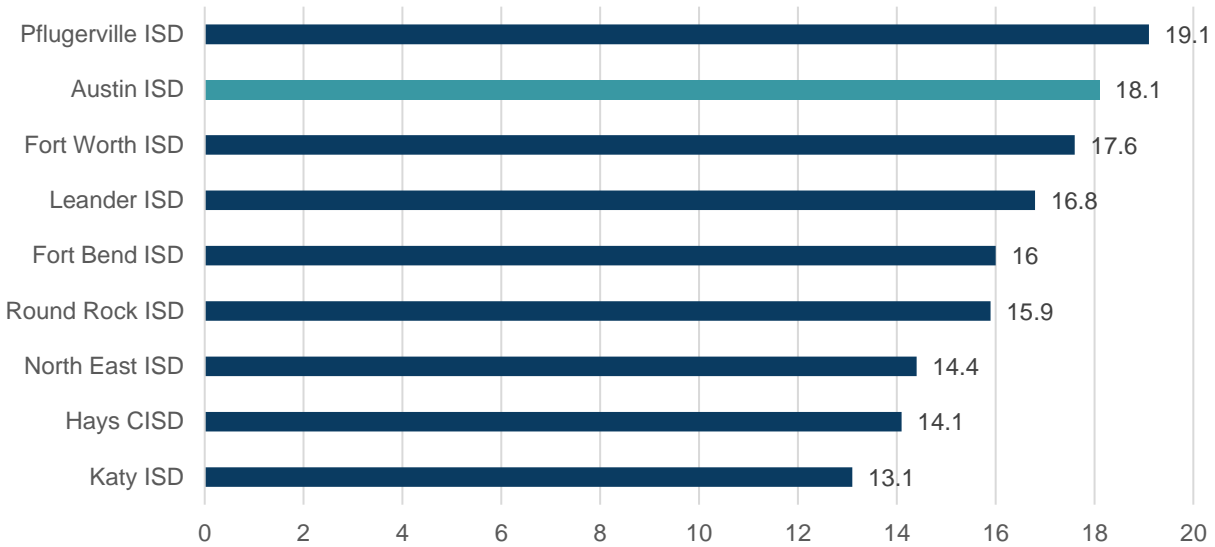
Source. TEA Texas Academic Performance Reports, 2021-22

Table 30 presents AISD separation data from 2017-18 to 2021-22. This data represents counts of separation reasons for each of the last five years. One reason is collected from each employee. After decreasing at the start of the COVID-19 pandemic, total separations have increased at a rapid rate – 34 percent between 2019-20 and 2020-21 and 44 percent between 2020-21 and 2021-22. Further, out of the five most common separation reasons, the reason showing the largest increase was "job dissatisfaction," which more than doubled between 2020-21 and 2021-22 (133 percent increase). The five most common reasons for employees' separation from AISD are:

- Family/Personal Obligations – 1,631

- Career Change – 1,553

- Retirement – 1,490

- Relocation – 840

- Job Dissatisfaction – 686

Table 30. AISD Separation Reasons, 2017-18 to 2021-22

Reason	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Family/Personal Obligations	280	290	335	402	424	1,631
Career Change	348	313	179	227	486	1,553
Retirement	267	295	246	304	378	1,490
Relocation	158	177	132	161	212	840
Job Dissatisfaction	63	88	96	132	307	686
Moved to another district in Austin	88	95	74	73	129	459
Moved to another district in Texas	46	51	39	67	68	271
Full-Time Student	37	33	22	35	29	156
Spouse Transfer	28	37	23	29	37	154
End of Assignment	34	59	10	8	39	150
Job Abandonment	8	13	35	21	33	110
Moved to another district outside of Texas	26	29	9	27	16	107
Involuntary – Police Matter	17	19	11	13	26	86
HC Termination	14	8	14	13	3	52
Involuntary – Performance	5	8	6	14	9	42
Deceased	9	9	6	9	9	42
Involuntary – HC Termination	6	1	4	1	8	20
Involuntary – Criminal History	5	3	4	0	2	14
Involuntary – Leave of Absence	2	11	1	0	0	14
Reduction in Force	1	1	0	0	1	3
Totals	**1,442**	**1,540**	**1,146**	**1,536**	**2,216**	**7,880**

Source. Separation Data provided by AISD, 2017-18 to 2021-22

Employee Grievances

An employee grievance refers to the dissatisfaction of an employee with what he or she expects from the organization and its management. An effective grievance procedure is important in fostering a culture of fair treatment that encourages commitment and staff retention.

Texas Government Code 617 provides for employees' rights to file a complaint regarding "wages, hours of employment, or conditions of work." It does not mandate a particular protocol, which leaves districts to create the specifics of their own grievance processes at the local level.

AISD has several Board policies dictating the legal framework and processes for grievances. The primary Board policies related to employee grievances are listed below:

- DC (LEGAL) provides each employee with the right to present a grievance to the Board, and cannot restrict the ability of an employee to communicate directly with a member of the Board except under certain specific circumstances.

Board Policy DGBA (LOCAL) outlines the grievance process at AISD:

- Level One – this is the first step in the formal grievance process. The employee must complete and submit a complaint form to the lowest level administrator who has the authority to remedy the alleged problem.

- Level Two – if the employee is not satisfied with the Level One decision, an appeal may be filed. This is escalated to a Level Two administrator, which is the appropriate assistant superintendent or that person's designee.

- Level Three – if the employee is not satisfied with the Level Two decision, an appeal may be filed. This is escalated to the Superintendent or that person's designee.

- Level Four – if the employee is not satisfied with the Level Three decision, an appeal will be heard by the Board.

The 2022-23 AISD Employee Handbook includes a chapter titled "Employee Rights and Responsibilities." It begins with a section describing the employee grievance process, including links to relevant Board policies and relevant forms, as well as an overview of the process an employee must follow to submit a grievance. Additionally, the AISD website includes an Employee Relations page that contains a description of the employee grievance process which links to a one-pager showing the process in more detail.

Figure 50 shows a count of grievances filed at AISD over the last four years. The significant increase in 2020-21 is due to grievances related to COVID accommodations, of which there were 127.

Figure 50. AISD Employee Grievances Filed, 2018-19 to 2021-22
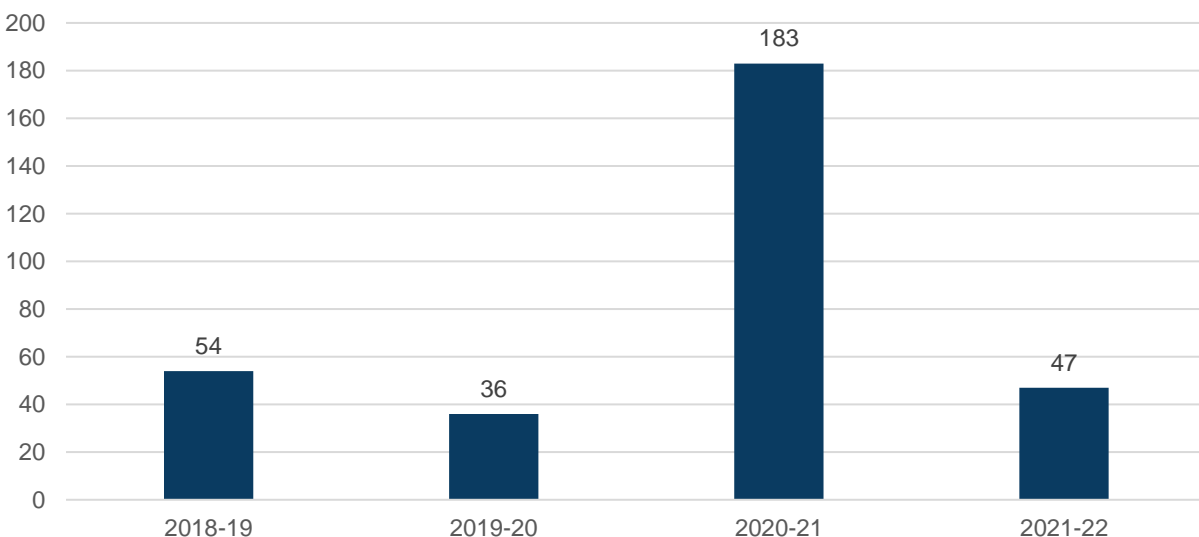
Source. Grievance Data provided by AISD, 2018-19 to 2021-22

There are no applicable best practice benchmarks for the number or percentage of grievances filed. Further, the state does not collect these data. A school system's grievance volume could reflect the working environment, the degree of comfort employees have in filing grievances, or both. This complicates the ability to compare one district's grievance volumes and rates to another. However, AISD should use its own data to identify year-over-year trends (e.g., number of grievances filed, reasons for filing the grievance, time required to reach a resolution) in order to inform District policies and decision-making.

Figure 51 presents the number of grievances filed by level of resolution for 2018-19 to 2021-22 combined. Level 4 grievances are brought to the Board, Level 3 grievances are brought to the Superintendent or his/her designee, Level 2 grievances are brought to the relevant assistant superintendent, and Level 1 grievances are brought to the supervisor. 54 percent of all grievances remained at Level 1.

Figure 51. Percentage of Grievances Filed by Level of Resolution, 2018-19 to 2021-22 Combined
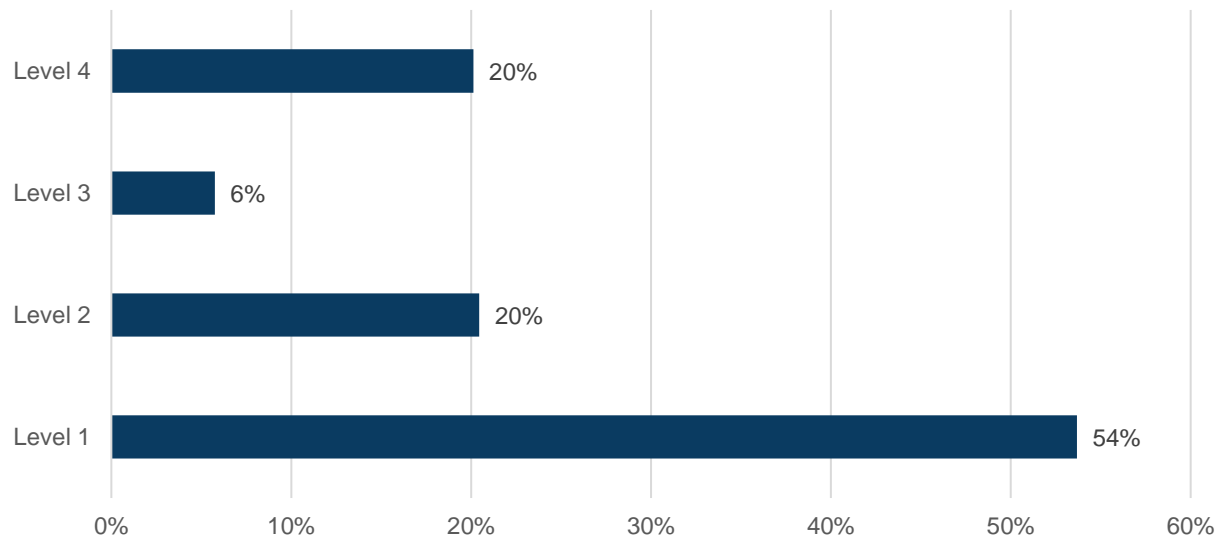
Source. Grievance Data provided by AISD, 2018-19 to 2021-22

Employee Appraisals

Like most other HR functions in school districts, the AISD HC Department is responsible for managing the employee performance appraisal process. These responsibilities include:

- Providing orientation to new employees, as well as an annual review of returners;

- Conducting training sessions on the use of *HCP;*

- Ensuring steps in the actual process are followed; and,

- Filling individual teacher/principal summaries and records showing the evaluation requirements are met.

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AISD uses nine separate instruments/rubrics to evaluate its employees, which Table 31 details below.

Table 31. AISD Appraisals and Description by Employee Group, 2022-23

Employee Group	Evaluation Name	Description
Teachers	Professional Pathways for Teachers (PPfT)	The PPfT system and instrument was internally developed at AISD and implemented across the District in 2016-17.
Principal Supervisors	Principal Supervisor Performance Review (PSPR)	Evaluated on campus data (15%), performance targets (10%), compliance rubric (25%), and standards rubric (50%).
Librarians	Librarian Appraisal System (LAS)	Internally developed at AISD, LAS covers seven strands: Instructional Effectiveness, Professional Growth and Reflection, Technology, Literacy, Library Administration, Library Management, and Climate and Culture.
Custodians	Custodian Appraisal Process	Custodians are evaluated on six strands by both the Service Center and the campus principal: Quantity of Work, Quality of Work, Knowledge of Job and Equipment, Utilization of Tools and Resources, Safety and Security, and Compliance.
Counselors	Counselor Appraisal System (CAS)	The CAS system and instrument was internally developed and is based on the American School Counselor Association (ASCA) model.
Classified Staff	Central and Campus-Based Appraisal Plan	Used largely for operational positions (food services, clerical). Evaluates ten standards: Quantity of Work, Quality of Work, Knowledge of Job and Equipment, Utilization of Tools and Resources, Safety and Security, Campus/District Expectations, Dependability, Communication, Resourcefulness, Cooperation, and Relationships.
Non-Campus Administrators	Central-Based Non-Teaching Professional/Non-Campus Administrator Appraisal	Used for all central-based non-teaching professionals and non-campus administrators. Evaluates three strands: Growth and Reflection, Communication and Relationships, and Professional Standards.
Non-Teaching Professionals	Campus-Based Non-Teaching Professional Appraisal	Used for all campus-based, non-teaching professionals. Evaluates five strands: Growth and Reflection, Collaboration and Contributions, Planning and Resources, Communication and Relationships, and Professional Standards.
Campus Administrators	Campus Administrator Performance Review (CAPR)	The CAPR system and instrument was internally developed at AISD and implemented across the District in 2016-17.

Source. Appraisal descriptions provided by AISD

In Gibson's staff survey, four questions were asked of staff related to employee appraisals. Figure 52 presents the questions and results.

Figure 52. Staff Survey Results – Employee Appraisals

	Combined Disagree	Combined Agree	Neutral
I understand the rubric that is used to evaluate my performance.	14.1%	64.5%	21.3%
I receive sufficient training on the performance appraisal process.	16.7%	56.6%	26.7%
The performance appraisal process fairly evaluates my contributions.	34.6%	35.9%	29.5%
Professional Pathways for Teachers (PPfT) has positively impacted how I feel about my profession.	46.0%	22.2%	31.7%
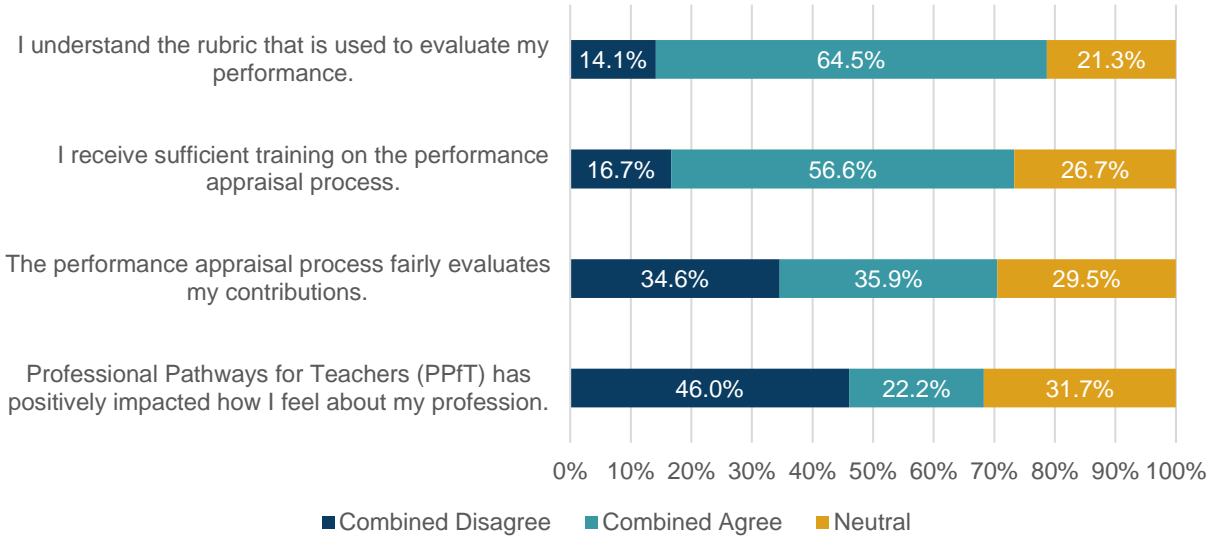
Source. Gibson Consulting Group – AISD staff survey

Employee Recognition

Employee recognition programs are an increasingly common way organizations seek to boost employee morale and satisfaction – a recent survey conducted by SHRM found that 80 percent of organizations have implemented some type of recognition program.[12] These programs vary greatly in approach, but the central concept remains the same: employees want to feel appreciated for their contributions (not including the appreciation represented via compensation and benefits), and it is in an organization's best interest to oblige. Despite their varied methods, all highly effective recognition programs demonstrate the following attributes:[13]

- **Sufficiently funded** – programs should have access to the resources necessary to make rewards meaningful;

- **Aligned with organizational goals and values** – clear lines between what is said to be valued and the recognized behaviors;

- **Rewards commensurate with effort** – ensure that more meaningful rewards are provided for extra efforts;

- **Timely** – behaviors are recognized as close to the time they occur as possible;

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[12] "SHRM/Globoforce Using Recognition and Other Workplace Efforts to Engage Employees." *Society for Human Resource Management.* January 2018. https://www.shrm.org/. Accessed 19 February 2023.

[13] "Managing Employee Recognition Programs." *Society for Human Resource Management.* https://www.shrm.org/. Accessed February 19, 2023.

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- **Presentation** – earnest and meaningful presentation of the recognition by administration;

- **Uncomplicated** – a program that requires excessive administrative effort will likely not be carried out effectively; and,

- **Regularly evaluated** – annual reflections to consider whether the program is having a meaningful impact.

The AISD HC Department administers one primary recognition program: Recognizing All Valuable Employees (RAVE). This program encourages employees to submit a "RAVE" for any staff member who "takes the extra step to provide an equitable and exceptional experience for our students, families, staff, and community members."[14]

Additionally, the HC Department facilitates several annual events recognizing employees:

- AISD Service Year Pins – in May of every year, the HC Department sends a list to principals and department heads of staff members celebrating five to 50 (in intervals of five) years of service and encourages them to recognize those employees.

- Salute Awards Gala – this event is annually co-hosted by the District and Austin Partners in Education. During the event, AISD recognizes teachers of the year, classified staff of the year, Parent Teacher Association (PTA) of the year, principal of the year, librarian of the year, counselor of the year, assistant principal of the year, and teachers of promise.

- Teacher-of-the-Year Breakfast

In Gibson's staff survey, three questions were asked of staff related to employee recognition. Figure 53 presents the questions and results.

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[14] RAVE description provided by AISD.

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Figure 53. Staff Survey Results – Employee Recognition
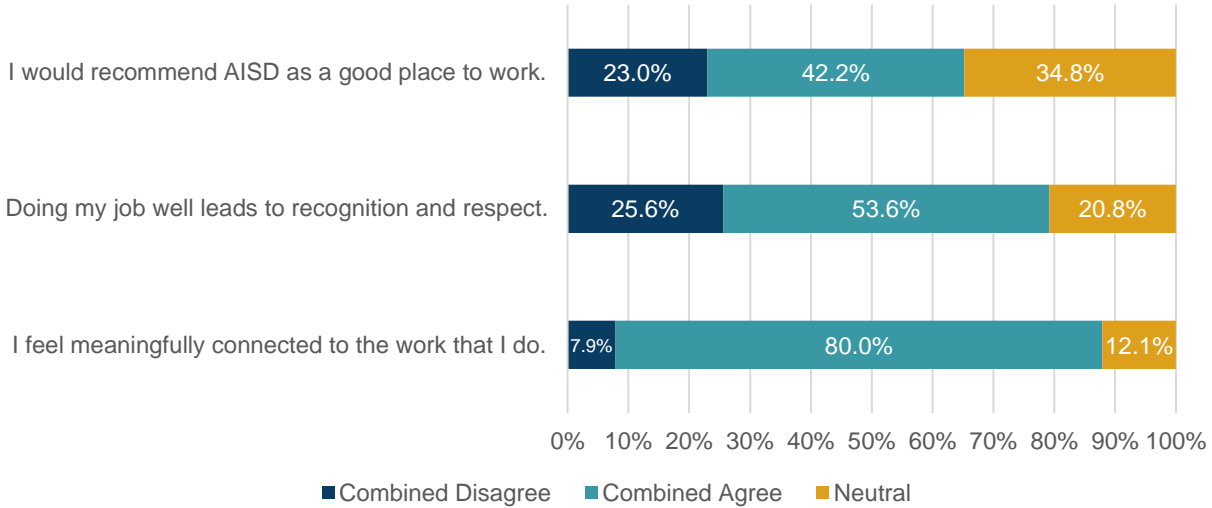
Source. Gibson Consulting Group – AISD staff survey

Findings and Recommendations

Finding 16: AISD's approach to employee investigations poses risks.

Employers are legally obligated to investigate complaints in the workplace – a process which is governed by laws such as Title VII, the ADA, and the Occupational Safety and Health Act (OSHA). At AISD, the Employee Relations unit is responsible for conducting employee investigations, but it is not exclusively responsible for the outcome of those investigations. Depending on the investigation, the General Counsel's Office, the Legal Review Committee, and the AISD Police Department may also be involved. Through its review of District documentation and interviews with staff, the audit team identified three aspects of the District's current investigative process that pose risks to AISD:

- **Investigative procedures are not adequately documented.**

  The HC Department has not adequately documented the necessary steps an investigator should take when conducting an investigation. The HC Department has a document titled "Conducting Investigations" that includes an overview of the investigative process; however, this document was last updated in September 2020, includes outdated information (e.g., Employee Relations no longer administers discipline), and does not provide sufficient detail of the investigative process. Compared to best practice standards, the "Conducting Investigations" document insufficiently describes the protocols and procedures related to the investigative process. Likely for these reasons, AISD's investigators do not use this document. Investigators primarily learn "on-the-job" from more experienced HC staff, but this system of training is vulnerable to turnover. Having an up-to-date, comprehensive standard is critical to ensure consistency and transparency, which are central to an effective investigation.

- **The General Counsel's office is insufficiently involved in employee investigations.**

  Legal representation is required as part of the employee investigation process to ensure all relevant laws and best practices are followed. The job description for the Executive Director of Employee Relations requires a law degree which affords the District a layer of legal oversight of the investigations process; however, the Executive Director is not in a position to represent AISD. This necessitates a close working relationship between Employee Relations and the General Counsel's Office, but AISD currently lacks a formal mechanism by which both departments can collaborate on investigations. This has resulted in a siloing of their efforts and creates compliance risk. The General Counsel's office is insufficiently involved in several investigative functions that require legal review (e.g., determinations and evidence collection) and, as a result, Employee Relations relies on third-party attorneys for assistance.

- **The Legal Review Committee (LRC) does not effectively leverage the District's in-house expertise.**

  AISD's LRC started operating in 2020. Board Policy DCD (LOCAL) was updated in June 2022 to reflect the committee's role in the District's progressive discipline policy. Prior to the founding of the LRC, AISD's Human Capital Department oversaw all stages of the investigation process. The purpose and responsibilities of the LRC are detailed in Board Policy DCD (LOCAL) and copied below:

  The Legal Review Committee (LRC) is designated by the Superintendent for the purpose of, but not limited to, reviewing documentation for potential personnel action, such as reprimands, terminations, suspensions, demotions, and/or criminal background reports.

  The LRC is composed of, but not limited to, representatives from the Office of Human Capital, the Police Department, the Office of Chief of Schools, the Office of Academics, and Finance. The LRC shall have the authority to request the participation of subject-matter experts as needed on a case-by-case basis.

  The legal review process is outlined below:

  1. *Employee Relations shall prepare the case packet for the LRC to review.*
  2. *The LRC may move forward without a supervisor recommendation when the following circumstances occur:*
     a. *Supervisors are not available;*
     b. *Supervisors or employees no longer work at the same location or in the same capacity;*
     c. *Supervisors fail to submit required information in a timely manner;*
     d. *The matter being reviewed involves criminal background reports; or*
     e. *Employee Relations is making the recommendation.*
  3. *The LRC may change, concur, deny, amend, or remand the recommendation of the supervisor.*
  4. *The LRC confers with legal counsel prior to taking final action.*

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Should termination be the decision of the LRC, the employee shall be informed of the proposed termination and appeal rights and procedures.

In 2022-23, there were nine positions sitting on the LRC: General Counsel, Executive Director of Employee Relations, Assistant Superintendent for Human Capital Systems, Chief Human Capital Officer, Chief Financial Officer, Chief Academic Officer, Chief School Leadership Officer, Chief Technology Officer, and Equity Officer. Not all positions that sit on the LRC are voting members.

Gibson's interviews and document review highlighted several potential risks associated with the LRC:

- The LRC removes employment action decision-making authority from the Human Capital Department. AISD's HC Department, like most school systems' human resources functions, houses the positions that serve as the District's employment experts. By including positions in employment action decisions that may or may not have relevant training or experience, the District is heightening the risk of mistakes and its exposure to legal action. Further, it is an ineffective use of cabinet members' time to be involved in District employment action decisions.

- The LRC lacks a formal process for considering precedent in employee investigations. Other than relying on the memories of senior personnel, the LRC does not have a mechanism to ensure consistency in investigative outcomes.

- The term "legal" may be misrepresenting the work of the committee. The LRC is not organized or facilitated by the General Counsel's office. Further, the consideration of legal counsel is described once in DCD (LOCAL) and it is after a decision has been made but prior to final action. It is incumbent, then, upon the other members of the LRC to reach a decision aligned to the policies and professional expectations of the District. However, the job description of only one LRC member – excluding General Counsel – requires a law degree: the Executive Director of Employee Relations. The Executive Director, however, is not in a position to provide legal representation for the District and the job description requires a law degree *or* a master's degree.

- According to interviews, the attendance and voting status of LRC committee members are inconsistent.

Additionally, the LRC currently hears all misconduct cases, including at-will employees and those on employment contracts. This practice is inconsistent with Board policies. DCD (LOCAL) describes the termination process for at-will employees. DFBA (LOCAL) describes the termination process for contracted employees. Under DCD (LOCAL), step four of the progressive discipline process is the Legal Review Committee; however, the Legal Review Committee is not discussed in DFBA (LOCAL). Instead, the discipline process for contracted employees (e.g., teachers, principals, administrators) is described as the following: "administrative recommendations for termination of professional/administrative employee contracts shall be submitted to the Superintendent."

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Recommendation 16: Restore the Human Capital Department's responsibility for managing employee investigations.

The District should restore its previous practice for managing employee misconduct cases/investigations. Employee investigations and related determinations are employee relations matters until they become legal matters, at which time attorneys (internal or external) should be involved. The District's leadership can certainly be informed, but they should not assume the responsibility of a human resources function. To implement this recommendation the HC Department should restore Policy DCD Local that existed prior to June 2022. Any changes in local policy should be reviewed with the District's legal counsel before adoption. Additionally, the HC Department should develop internal procedures to support the implementation of the policy revision.

There are several benefits of restoring AISD's prior policy:

- Employee discipline and employment actions are core human resources functions. The related standard operating procedures, documentation, templates, and other resources that support high-quality performance should be created and maintained in the HC Department. This will ensure that protocols are consistent with best practices and frequently evaluated for compliance and effectiveness.

- Restoring jurisdiction to the HC Department will ensure that those with the highest levels of expertise are overseeing employment discipline/action. This mitigates risk related to the integrity and defensibility of discipline, investigations, and outcomes.

- Those involved in conducting employee investigations and issuing discipline should be, and be viewed by the organization's workforce as, impartial. The formal involvement of various cabinet members blurs the lines of impartiality.

- District cabinet members will be able to more effectively use their time (i.e., how to increase effectiveness in their own divisions) when they are not required to hear misconduct cases.

__Management Response__: Management agrees with this recommendation. Implementation of LRC under the previous district administration has caused increasing concern to Human Capital leadership. HC leadership and members of Employee Relations are specifically equipped to handle these responsibilities due to their expertise in various areas, their impartiality, and their commitment to upholding fairness and compliance. HC employees are trained in employment laws and regulations, ensuring that they possess the necessary knowledge to navigate complex legal frameworks. They can interpret applicable laws, regulations, and company policies, ensuring investigations and disciplinary actions align with legal requirements. Their expertise minimizes the risk of non-compliance and potential legal repercussions. Further, HC employees understand the importance of confidentiality when conducting investigations. They are well-versed in handling sensitive information and can ensure that investigations are carried out discreetly, safeguarding the privacy of the individuals involved. This discretion helps maintain trust within the organization and protects the reputation of both the employees and the company. When employment investigations and discipline matters are handled by department managers or supervisors, conflicts of interest can arise, which has been a concern with the implementation of LRC. By separating the

investigative and disciplinary functions from direct supervisors, Human Capital can maintain objectivity and integrity in the process.

Finding 17: Job descriptions for HC investigative staff do not adequately address the credentials and experience required of those positions.

Workplace investigations are one of the most challenging functions a human resources department performs. They have legal, financial, and personal implications. As such, it is critical that those conducting the investigation have the appropriate experience, education, and certifications. In school districts across the country, it is commonly considered a best practice to have former law enforcement professionals conducting employee investigations.

The job descriptions for positions responsible for conducting investigations at AISD do not include certifications or reference to any law enforcement experience. Table 32 presents the experience required in job descriptions for each HC position that conducts employee investigations.

Table 32. Required Experience in HC Investigations Job Descriptions

Position	Experience Detail
Executive Director of Employee Relations	Master's Degree or Doctor of Jurisprudence is required; five years of related experience working with human resources/employee relations issues is preferred.
Employee Relations Generalist	Bachelor's Degree; three years of experience with human resources/employee relations issues is required; additional experience in human resources/employee relations may substitute for the BA degree requirement on a year-for-year basis; experience conducting Employee Relations investigations and fluency in Spanish is preferred.
Employee Relations Coordinator	Bachelor's Degree; three years of experience related to human resources/ employee relations issues; knowledge/experience working directly with employee relations matters, including conducting investigations and writing reports; experience working in a public school system is desired; conflict resolution/ mediation training is preferred.
Administrative Supervisor – Employee Relations	A degree from an accredit college or university is required. A Master's Degree in an educational content, or public policy area or Doctorate of Jurisprudence from an accredited college or university is preferred. Incumbent should have a minimum of three (3) years of related experience.

Source. AISD HC job descriptions

HC investigative job descriptions do not include reference to formal education in Criminal Justice or law enforcement experience. Additionally, they do not include any certification requirements.

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Recommendation 17: Update Human Capital Investigations job descriptions to include essential certifications and experience.

The HC Department should update the job descriptions of its investigative positions to include relevant certifications. Several certifications that are common in school district investigator positions are:

- Texas Commission on Law Enforcement (TCOLE) Certification

    – Texas Peace Officer License

- Private Investigator License

- Certified Fraud Examiner (CFE) Certificate

- Professional in Human Resources (PHR) Certificate

Additionally, the HC Department should include law enforcement experience or formal education in Criminal Justice in investigative job descriptions.

__Management Response__: Management partially agrees with this recommendation. Management agrees that a Professional in Human Resources (PHR) certificate is a preferred certification for any position in Employee Relations that requires conducting investigations and agrees that this certification should be added to those particular job descriptions. However, Employee Relations does not investigate criminal matters, but rather discrimination, retaliation, harassment, and other misconduct cases that are administrative in nature. There are distinct differences between administrative investigations and criminal investigations and to prefer or require a criminal justice degree or law enforcement experience is misleading as to the functions and goals of this particular AISD department. It should be noted that AISD has its own police department that conducts investigations involving employee criminal conduct.

Finding 18: Ten percent of AISD campuses represent 40 percent of all RAVE submissions.

Research by Gallup and Workhuman shows that recognition programs have the ability to meaningfully impact employees' experiences at work, but only if they are deliberately and strategically implemented.[15] This involves, but is not limited to, the following:

- Making employee recognition a strategic priority;

- Offering leaders and managers training in employee recognition; and,

- Having a budget allocated to recognition.

On AISD's website, under "Human Capital" and "AISD Employee Experience", staff members are encouraged to "recognize our dedicated staff members by submitting a RAVE." The submission process involves entering the name and campus/department of the recipient, the submitter's name, email, and

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[15] "Unleashing the Human Element at Work: Transforming Workplaces through Recognition." *Workhuman.* May 2022. https://www.workhuman.com. Accessed March 1, 2023.

phone number, and a brief description of why the recipient is worthy of a RAVE. There are three types of RAVEs that an employee can earn:

- Golden RAVE – an exclusive recognition given by the Superintendent;

- Silver RAVE – each campus principal, chief, and executive director is given 12 Silver RAVEs at the beginning of the school year to acknowledge a staff member each month; and,

- RAVE – anyone can submit a digital RAVE online. All RAVE submissions are shared with the employee and his or her supervisor.

The audit team received RAVE submission data for the 2021-22 school year and, through its analysis, found that RAVE submissions and recipients are concentrated within a small segment of campuses. In 2021-22, there were 1,758 RAVEs submitted for campus-based staff; 692 (39.4 percent) of those submissions recognized employees on 12 campuses (top 10 percent of all campuses listed in RAVE data). Further, the top 30 percent of campuses (35 campuses) accounted for 70.1 percent of all RAVE submissions.

Figure 54 presents this data using a Pareto line (of the 80/20 Rule). Each bar represents individual campuses and their respective count of RAVE submissions (campus names have been excluded to protect privacy), and the blue Pareto line shows the percentage of all RAVE submissions. The orange box highlights the few campuses (18) that account for 50 percent of all RAVE submissions.

Figure 54. AISD RAVE Submissions, 2021-22
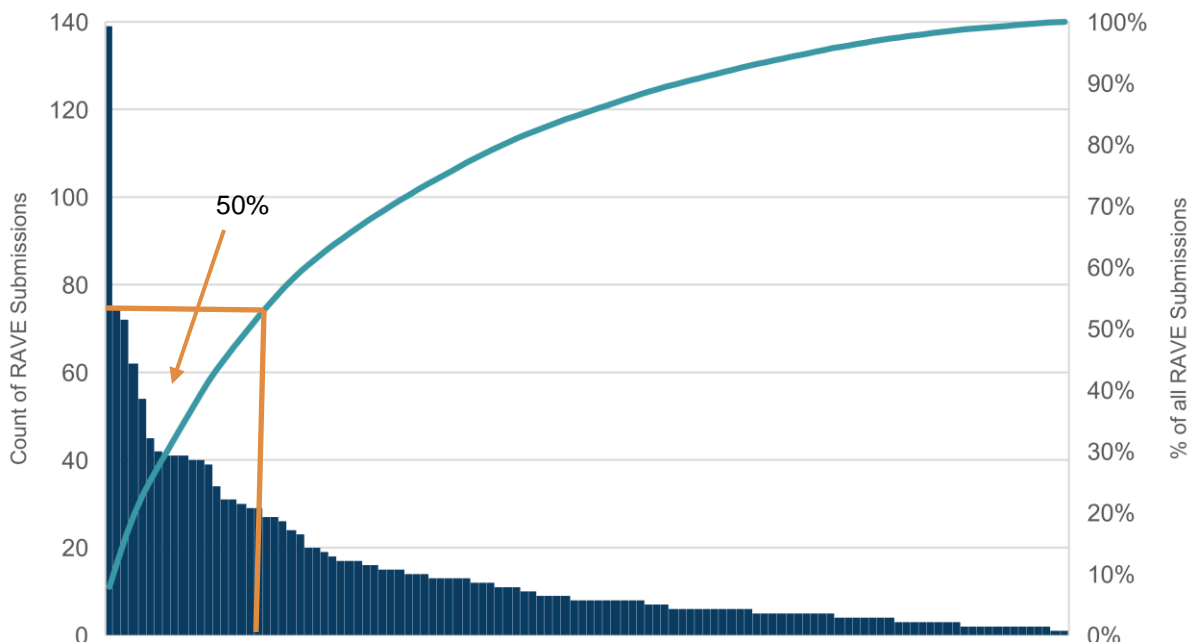
Source. RAVE submission data provided by the AISD HC Department

The audit team conducted the same analysis for RAVEs submitted by non-campus-based staff and the results were similar. In 2021-22, there were 698 RAVEs submitted for non-campus-based staff; 361 (51.7

percent) of those submissions recognized employees from 9 departments (top 10 percent of all departments listed in RAVE data). Further, the top 30 percent of departments (27 campuses) accounted for 80.8 percent of all RAVE submissions.

The above data suggests that the majority of campuses and departments are not actively engaged with the RAVE Program. The audit team identified several factors that are likely contributing to this:

- The RAVE program is primarily marketed through social media posts and blurbs in the principal weekly. These represent two forms of passive marketing which likely do not reach the majority of the AISD community. Staff members who do not regularly hear or see content related to RAVE are less likely to be invested in the program.

- The HC Department is not sufficiently monitoring RAVE data. The Department keeps a record of submissions so they are able to relay the RAVE, but does not evaluate the data beyond that. This hinders the Department's ability to evaluate the overall effectiveness of the RAVE program, intervene if the program is not having its intended impact, and ensure fidelity to the process (e.g., if a principal has only used one Silver RAVE at the end of the semester).

- The HC Department does not adequately train administrators on the purpose, protocols, or systems related to the RAVE program. Given that much of the work related to RAVE is carried out at the campus/department level, administrator investment and understanding is central to the program's success. Additionally, without formal, ongoing training, administrators are more likely to view RAVE as another "to-do" rather than a tool to enhance their teams' experiences at work.

Recommendation 18: Redesign components of the District's RAVE Program.

To increase the effectiveness of the RAVE Program, the HC Department should redesign several key strategic components:

- **Training** – implement formal trainings/orientations for all administrators responsible for facilitating RAVE. This will promote alignment around the vision and purpose of RAVE as well as ensure some level of consistency related to how employees experience RAVE (i.e., RAVE recipients are recognized in similarly meaningful ways regardless of where they work in the District).

- **Marketing** – incorporate more proactive marketing strategies into how the HC Department promotes RAVE awareness across the District. This could include administrator/employee testimonials, participation raffles, or events. Proactive marketing also requires real-time data which is addressed in the following bullet point.

- **Data Monitoring** – develop the systems and processes to regularly analyze RAVE data. This will give the HC Department the ability to evaluate the RAVE program's effectiveness and pivot if any changes are deemed necessary.

***Management Response**: Management agrees with this recommendation. Austin ISD Employee Experience and Sustainability is actively communicating the research and value of genuine, specific and intentional recognition to Principals, Supervisors and District Leadership. Various formats of sharing this*

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information and promoting recognition as a path to retention have been provided through in person Principal meetings, Principal Weekly communication, emails, and other direct campus recognition supported initiatives. Our allocated budget has also provided Silver Rave recognition opportunities for every campus Principal and district Supervisor, thus promoting the value and expectation for implementing consistent staff recognition practices at each campus/department. Additional training will be provided for all campus administration and central office supervisors to reinforce the expectation for intentional recognition strategies that can influence retention. We are in the process of reinventing the current digital RAVE experience to better align with our Human Capital commitment to providing equitable and exceptional employee experiences. We look forward to modernizing our approach and developing clear expectations and opportunities for prioritizing engagement of RAVES at both the campus and department level. Employee Experience and Sustainability staff members will have clear expectations, processes, and timelines for ensuring that we are consistent with our efforts to support community-wide engagement and accessibility to recognizing employees. This will include a more active marketing campaign to engage with families and students to promote the opportunity to recognize dedicated staff members. This modernization of the RAVE system and the value of recognition will be integrated into our Human Capital outreach and training with all Principals and Supervisors. Data monitoring and analysis of RAVE metrics will be systematized to allow for us to have the ability to measure the effectiveness and adapt to the everchanging needs of our workforce and how recognition can align with current trends and areas of improvement. An internal employee recognition application platform may also be considered as a modernized option for supporting high-frequency and high impact recognition between staff members.

Appendix A: Interview List

Interviews

- Kris Hafezizadeh – Executive Director, Transportation and Vehicle Services

- Elizabeth Casas – Chief of Academics and School Leadership (former)

- Matias Segura – Interim Superintendent (COO at time of interview)

- Dr. Anthony Mays – Interim Superintendent (former)

- Eduardo Ramos – Chief Financial Officer

- Oscar Rodriguez – Chief Technology Officer

- Beth Wilson – Executive Director, Planning and Asset Management

- Rodrigo Valez – Director of the Office of Human Capital

- Maud Maldonado – Coordinator, Leadership Development and Support

- Jessica Lopez – Coordinator, Leadership Development and Support

- Nena Kopecek – Assistant Director of Compensation and Benefits

- Josefina Hughes – Professional Learning Design Coordinator

- Ashley Gahan – Professional Learning Design Coordinator

- Ericka Jones – Professional Learning Design Coordinator

- Gina Molina – Human Capital Employee Specialist, Benefits

- Anthony Cruz – Human Capital Employee Specialist, Benefits

- Jonah White – Human Capital Employee Specialist, Benefits

- Veronica Perez – Human Capital Employee Specialist, Benefits

- Hali Hunt – Executive Director of Compensation and Benefits (former)

- Amy Montelongo – Certification Specialist

- Denisha Presley – Executive Director of Leadership Development and Support

- Marta Fiorello – Assistant Director of Position Control and Systems

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- Roxanne Cantu – Coordinator, Employee Relations

- Julianne Gula – Coordinator, Employee Relations

- Brandi Hosack – Chief Human Capital Officer

- Darla Caughey – Director of Employee Experience and Sustainability

- Melissa Escobar – Compensation Program Manager

- David Reinhart – Director of Professional Learning

- Lucy Sanchez – Employee Appraisal Systems Technician

- Carliss Murray – Human Capital Employee Specialist, Staffing and Recruitment

- Corina Limon – Human Capital Employee Specialist, Staffing and Recruitment

- Belinda Alvarez - Human Capital Employee Specialist, Staffing and Recruitment

- Matthew Benavides – Human Capital Systems Partner, Staffing and Recruitment

- Angela Adeniji – Human Capital Systems Partner, Staffing and Recruitment

- Tania Jedele – Human Capital Systems Partner, Staffing and Recruitment

- Jackeline Lara – Customer Service Representative

- Audry Hill – Customer Service Representative

- Lily Jaimes-Aviles – Customer Service Representative

- Mayra Lopez – Director of Staffing and Recruitment

- Stephanie Villegas – Human Capital Systems Technician

- Bridget Remish – Executive Director of Employee Relations

- Isabel Triana – Compensation Analyst

- Claudia Vela – Coordinator, Employee Effectiveness

- Robert Chavez – Coordinator, Employee Effectiveness

- Aron Kadish – Coordinator, Employee Effectiveness

- Amie Ortiz – Director of Employee Effectiveness

- Eva Reynoso-Gonzales – Director of Position Control and Systems

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- Michael Roseberry – General Counsel

- Toni Cordova – Chief of Staff

- Arnoldo Gutierrez – Assistant Superintendent of Human Capital Systems

- Christina Shepard – Director of Benefits

- Sheri Vega – Human Capital Employee Specialist, Benefits

- Janel Aleman – Human Capital Employee Specialist, Benefits

- Jamie Carr – Human Capital Employee Specialist, Benefits

- Guillermo Echeverria – Senior Enterprise Consultant

- Ken Zarifis – Education Austin

- Trasell Underwood – Education Austin

- Gail Buhler – Education Austin

Focus Groups

- Custodians, Bus Drivers, Security

- Counselors, Librarians, Instructional Specialists

- Elementary School Teachers

- Middle School Teachers

- High School Teachers

- Elementary School Principals

- Secondary Principals

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Appendix B: Gibson Staff Survey Results

Gibson developed and administered an online survey to all AISD staff. The survey was designed to measure staff satisfaction with the Human Capital Department's performance and related human resources functions. The survey was administered between January 18th and February 1st, 2023. In total, 3,858 staff completed the survey for an overall response rate of 38.9 percent.

The survey was administered using *Qualtrics*, an online survey platform. The survey instrument included 40 items and incorporated a five-point rating scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

Table B.1 below shows the results of each survey question as well as the total responses.

Table B.1. Staff Survey Results

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Human Capital Department provides sufficient opportunities to give feedback on its own programs and practices. (n = 3,706)	7.6%	18.8%	32.3%	31.0%	10.2%
Let's Talk is an effective way for AISD staff members to ask questions and provide feedback. (n = 3,669)	9.7%	17.8%	27.1%	32.9%	12.5%
My questions regarding employee benefits are answered promptly. (n = 3,547)	3.3%	12.4%	25.9%	44.3%	14.0%
The information I receive about employee benefits is easy to understand. (n = 3,767)	4.1%	15.5%	22.8%	46.0%	11.7%
AISD's benefits program meets my needs. (n = 3,678)	10.9%	21.8%	23.2%	35.7%	8.3%
I am satisfied with my health insurance. (n = 3,584)	17.6%	24.6%	22.7%	28.6%	6.6%
Using my health insurance has been straightforward. (n = 3,546)	9.0%	16.9%	24.40%	41.7%	8.0%
I am satisfied with my dental insurance. (n = 3,278)	10.8%	18.5%	25.2%	37.1%	8.4%
I am satisfied with my vision insurance. (n = 3,035)	8.2%	12.9%	27.7%	41.5%	9.8%
I am satisfied with my retirement plan provided through AISD. (n = 3,513)	8.4%	14.9%	37.9%	31.2%	7.6%
I understand how my retirement plan works. (n = 3,624)	11.8%	28.2%	26.7%	26.9%	6.5%
AISD's open enrollment process is easy to navigate. (n = 3,679)	3.2%	7.4%	19.2%	52.3%	17.9%

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Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
AISD's Wellness Program has improved my experience at work. (n = 3,196)	9.9%	19.7%	46.6%	18.1%	5.7%
I can take the time off from work that I require. (n = 3,772)	10.4%	15.3%	17.7%	40.5%	16.2%
The HC Department answers my questions regarding compensation in a timely manner. (n = 3,382)	6.8%	15.2%	34.2%	35.2%	8.6%
I am compensated fairly for the work that I do. (n = 3,806)	37.9%	28.4%	15.3%	14.3%	4.0%
I believe my pay is competitive with other nearby districts. (n = 3,718)	36.9%	28.2%	18.7%	12.9%	3.3%
My job description accurately describes the work I do. (n = 3,782)	18.6%	22.4%	20.3%	31.3%	7.3%
I never experience issues with my paycheck. (n = 3,763)	9.5%	17.3%	16.8%	39.5%	16.8%
I can easily access my pay and leave information in the employee self-serve portal. (n = 3,771)	3.9%	9.9%	16.7%	49.1%	20.5%
I feel meaningfully connected to the work that I do. (n = 3,816)	2.6%	5.3%	12.1%	44.2%	35.8%
Doing my job well leads to recognition and respect. (n = 3,812)	9.3%	16.3%	20.8%	36.4%	17.2%
I would recommend AISD as a good place to work. (n = 3,801)	8.30%	14.7%	34.8%	31.7%	10.5%
Professional Pathways for Teachers (PPfT) has positively impacted how I feel about my profession. (n = 2,928)	21.8%	24.2%	31.7%	16.8%	5.5%
The performance appraisal process fairly evaluates my contributions. (n = 3,586)	14.6%	20.0%	29.5%	29.0%	6.9%
I receive sufficient training on the performance appraisal process. (n = 3,567)	5.7%	10.9%	26.7%	44.4%	12.2%
I understand the rubric that is used to evaluate my performance. (n = 3,633)	4.8%	9.4%	21.3%	51.3%	13.2%
The HC Department responds in a timely manner to my questions regarding employee relations. (n = 2,963)	6.0%	10.6%	40.7%	33.2%	9.5%
I know who to reach out to for support if I have an issue with a colleague. (n = 3,659)	10.2%	22.8%	18.9%	38.3%	9.8%

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Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable giving feedback on things that I think could be improved at AISD. (n = 3,748)	10.5%	18.5%	23.6%	35.7%	11.7%
I am satisfied with the professional development opportunities I receive through AISD. (n = 3,715)	7.9%	18.4%	26.4%	38.3%	9.0%
The professional development I receive is directly applicable to the work I do. (n = 3,692)	8.0%	17.7%	27.9%	37.6%	8.8%
I have gained professional and marketable skills through professional development offerings at AISD. (n = 3,623)	7.8%	17.9%	28.1%	37.1%	9.1%
My supervisor is meaningfully involved in my professional growth. (n = 3,687)	5.7%	9.4%	20.9%	38.8%	25.2%
The Human Capital Platform (HCP) is easy to use. (n = 3,669)	4.6%	14.1%	24.2%	46.3%	10.8%
I am satisfied with the opportunities I have for professional advancement. (n = 3,640)	11.4%	19.7%	31.0%	30.8%	7.1%
The District's Leadership Development programs effectively train aspiring leaders. (n = 2,635)	9.1%	10.9%	47.9%	24.0%	8.0%
AISD attracts top-quality candidates. (n = 3,626)	8.8%	21.0%	37.2%	27.1%	5.9%
I am satisfied with the time it takes to fill a vacancy. (n = 3,587)	35.0%	31.9%	19.9%	10.2%	3.0%
The District's onboarding program adequately prepares new employees. (n = 3,437)	22.3%	25.4%	31.3%	17.3%	3.6%

Appendix C: Job Description Comparison

Table C.1. Comparison of Job Titles, AISD Human Capital Organizational Chart and Job Descriptions

Title on Org Chart	Title on Job Description
Chief Human Capital Officer	Chief Human Capital Officer
N/A	Assistant Superintendent of Human Capital Employee Development and Sustainability
Interim Executive Director of Leadership and Professional Development	N/A
Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Executive Director of Employee Effectiveness, Experience, and Sustainability
Interim Director of Diversity, Inclusion, and Engagement	Interim Director of Diversity, Inclusion, and Engagement
Assistant Superintendent of Human Capital Systems	Assistant Superintendent of Human Capital Systems
Executive Director of Compensation and Benefits	Executive Director of Compensation and Benefits
N/A	Director of Compensation and Benefits
Executive Director of Employee Relations	Executive Director of Employee Relations
Director of the Office of Human Capital	Director of the Office of Human Capital
Director of Professional Learning	Director of Professional Learning
N/A	Director of Leadership Development and Support
Director of Staffing and Recruitment – Professional	Director of Staffing and Recruitment
Director of Staffing and Recruitment – Classified	Director of Staffing and Recruitment
Director of Position Control and Systems	Director of Human Capital Position Control and Systems
Director of Benefits	Director of Benefits
Director of Employee Experience and Sustainability	Director of Employee Experience and Sustainability
Coordinator Diversity, Inclusion, and Engagement	Coordinator Diversity, Inclusion, and Engagement
N/A	Director of Employee Effectiveness
Supervisor of Leadership Development and Support	Supervisor of Leadership Development and Support
Coordinator of Leadership Development and Support	Coordinator of Leadership Development and Support
Supervisor of Staffing and Recruitment	Supervisor of Staffing and Recruitment
Professional Learning Design Coordinator	Professional Learning Design Coordinator
Administrative Supervisor Professional Learning	Administrative Supervisor Professional Learning
Certification Specialist	Certification Specialist

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Title on Org Chart	Title on Job Description
Coordinator Employee Effectiveness	Coordinator Employee Effectiveness
Employee Appraisal Systems Technician	Technician Employee Appraisal Systems
Supervisor of Employee Effectiveness	Supervisor of Employee Effectiveness
Customer Service Representative	Customer Service Representative
N/A	Director of Customer Service, Employee Recognition and Support
N/A	Supervisor of Customer Service, Employee Recognition and Support
N/A	Customer Service, Employee Recognition and Support Coordinator
Employee Experience and Sustainability Coordinator	Employee Experience and Sustainability Coordinator
N/A	Administrative Supervisor of Employee Relations
Employee Relations Employee Specialist	Specialist Human Capital Employee Relations
Employee Relations Generalist	Employee Relations Generalist
Coordinator Employee Relations	Coordinator Employee Relations
N/A	Employee Relations Technician
Compensation Program Manager	Compensation Program Manager
Compensation Analyst	Compensation Analyst
Compensation Program Analyst	Compensation Program Analyst
Benefits Budget Specialist	Benefits Budget Specialist
Assistant Director	Assistant Director of Compensation and Benefits
Human Capital Employee Specialist (Benefits Office)	Human Capital Employee Specialist
Human Capital Systems Partner (Staffing and Recruitment)	Human Capital Systems Partner (Staffing and Recruitment)
Human Capital Employee Specialist (Staffing and Recruitment)	Human Capital Employee Specialist
Lead Human Capital Employee Specialist (Human Capital Systems)	Lead Human Capital Employee Specialist (Human Capital Systems)
Partner Substitute Services	Human Capital Systems Partner (Substitute)
Human Capital Support Partner	Human Capital Support Partner
HC Communication Coordinator	Coordinator Communications
Position Control Coordinator	Position Control Coordinator
Assistant Director of Position Control and Systems	Assistant Director of Human Capital Position Control and Systems

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Title on Org Chart	Title on Job Description
Position Control and Systems Analyst Lead	Human Capital Position Control and Systems Analyst Lead
N/A	Human Capital Systems Technician
Systems Analyst	Human Capital Analyst
Human Capital Systems Support Specialist	Human Capital Systems Support Specialist
N/A	Human Capital Systems Support Technician
Human Capital Employee Specialist (Position Control)	Human Capital Employee Specialist

Table C.2. Comparison of Reporting Relationships, AISD Human Capital Organizational Chart and Job Descriptions

Position	Supervisor on Org Chart	Supervisor on Job Description
Chief Human Capital Officer	Superintendent	Superintendent
Interim Executive Director of Leadership and Professional Development	Chief Human Capital Officer	N/A
Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Chief Human Capital Officer	Assistant Superintendent
Interim Director of Diversity, Inclusion and Engagement	Chief Human Capital Officer	Office of Human Capital
Assistant Superintendent of Human Capital Systems	Chief Human Capital Officer	Chief Human Capital Officer
Executive Director of Compensation and Benefits	Assistant Superintendent of Human Capital Systems	Assistant Superintendent of Human Capital Systems
Executive Director of Employee Relations	Assistant Superintendent of Human Capital Systems	Assistant Superintendent of Employee Development and Sustainability
Director of the Office of Human Capital	Chief Human Capital Officer	Chief Officer for Human Capital
Director of Professional Learning	Interim Executive Director of Leadership and Professional Development	Executive Director of Talent Acquisition and Development
Director of Staffing and Recruitment	Assistant Superintendent of Human Capital Systems	Associate Superintendent
Director of Position Control and Systems	Assistant Superintendent of Human Capital Systems	Assistant Superintendent
Director of Benefits	Executive Director of Compensation and Benefits	Executive Director of Compensation and Benefits

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Position	Supervisor on Org Chart	Supervisor on Job Description
Director of Employee Experience and Sustainability	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Assistant Superintendent
Supervisor of Leadership Development and Support	Interim Executive Director of Leadership and Professional Development	Director of Leadership Development and Support
Coordinator of Leadership Development and Support	Interim Executive Director of Leadership and Professional Development	Director of Leadership Development and Support
Supervisor of Staffing and Recruitment	Interim Executive Director of Leadership and Professional Development*	Executive Director of Staffing and Recruitment
Professional Learning Design Coordinator	Director of Professional Learning	Director of Professional Learning
Administrative Supervisor Professional Learning	Director of Professional Learning	Director of Professional Learning
Certification Specialist	Director of Professional Learning	Executive Director of Staffing and Recruitment
Coordinator Employee Effectiveness	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Director of Employee Effectiveness
Employee Appraisal Systems Technician	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Director of Employee Effectiveness
Supervisor of Employee Effectiveness	Interim Executive Director of Employee Effectiveness, Experience, and Sustainability	Executive Director
Customer Service Representative	Director of Employee Experience and Sustainability	Administrative Supervisor of Customer Service
Employee Experience and Sustainability Coordinator	Director of Employee Experience and Sustainability	Director of Employee Experience and Sustainability
Employee Relations Specialist	Executive Director of Employee Relations	Executive Director of Employee Relations
Employee Relations Generalist	Executive Director of Employee Relations	Executive Director of Employee Relations
Coordinator Employee Relations	Executive Director of Employee Relations	Executive Director of Employee Relations
Compensation Program Manager	Director of Benefits	Executive Director of Compensation and Benefits

Position	Supervisor on Org Chart	Supervisor on Job Description
Compensation Analyst	Director of Benefits	Executive Director of Compensation and Benefits
Compensation Program Analyst	Director of Benefits	Executive Director of Compensation and Benefits
Benefits Budget Specialist	Director of Benefits	Appropriate supervisor
Assistant Director	Director of Benefits	Director of Compensation and Benefits
Human Capital Employee Specialist (Benefits Office)	Director of Benefits	Supervisor of the department
Human Capital Systems Partner (Staffing and Recruitment)	Director of Staffing and Recruitment	Director of Staffing and Recruiting
Human Capital Employee Specialist (Human Capital Systems)	Director of Staffing and Recruitment	Supervisor of the department
Lead Human Capital Employee Specialist (Human Capital Systems)	Director of Staffing and Recruitment	Director or Supervisor of Human Capital
Human Capital Systems Partner Talent Pipeline	Director of Staffing and Recruitment	Associate Superintendent of Human Capital Systems
Partner Substitute Services	Director of Staffing and Recruitment	Director of Staffing and Recruitment
Human Capital Support Partner	Director of the Office of Human Capital	Chief Officer for Human Capital
HC Communication Coordinator	Director of the Office of Human Capital	Appropriate supervisor
Position Control Technician	Director of Position Control and Systems	Associate Director of Position Control
Assistant Director of Position Control and Systems	Director of Position Control and Systems	Director of Position Control and Systems
Position Control and Systems Analyst Lead	Assistant Director of Position Control and Systems	Assistant Director of Position Control and Systems
Systems Analyst	Assistant Director of Position Control and Systems	Human Capital Systems Manager
Human Capital Systems Support Specialist	Assistant Director of Position Control and Systems	Human Capital System Supervisor
Human Capital Employee Specialist (Position Control)	Director of Position Control and Systems	Supervisor of the department

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Appendix D: Pay Grade Descriptions

Pay Grade	Job Title	Duty Days	Status
AP1	Accountant III	226	Exempt
AP1	Analyst Budget Lead	226	Exempt
AP1	Analyst Compensation	226	Exempt
AP1	Analyst Procurement Systems	226	Exempt
AP1	Analyst Treasury Lead	226	Exempt
AP1	Assistant Coordinator Public Relations and Partnership	226	Exempt
AP1	Associate Facility Use Project	226	Exempt
AP1	Associate GF Full Service Community Schools	226	Exempt
AP1	Broadcast Engineer	226	Exempt
AP1	Coordinator Community Engagement	226	Exempt
AP1	Coordinator Facilities and Events	226	Exempt
AP1	Coordinator Special Projects	226	Exempt
AP1	Specialist Care Support	226	Exempt
AP1	Specialist Child Study Systems and SEL Support	226	Exempt
AP1	Specialist Communication	226	Exempt
AP1	Specialist Construction Management Project Support	226	Exempt
AP1	Specialist Donor and Partner Relations	226	Exempt
AP1	Specialist Enrollment Support	226	Exempt
AP1	Specialist Graphic Design	226	Exempt
AP1	Specialist Marketing	226	Exempt
AP1	Specialist Multimedia Production	226	Exempt
AP1	Specialist Procurement and Inventory Sr	226	Exempt
AP1	Specialist Procurement Sr	226	Exempt
AP1	Specialist Refugee Support Service	226	Exempt
AP1	Specialist Security Systems	226	Exempt
AP1	Specialist Web Content	226	Exempt
AP1	Supervisor Production	226	Exempt
AP1	Supervisor Student Support Services Project	226	Exempt
AP1	Support BD HUB Program	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP1	Support TREX Program	226	Exempt
AP10	Principal Intermediate	226	Exempt
AP10	Principal MS	226	Exempt
AP11	Attorney Sr	226	Exempt
AP11	Director 504 and Dyslexia Program	226	Exempt
AP11	Director Advanced Academics	226	Exempt
AP11	Director Architecture	226	Exempt
AP11	Director Athletics	226	Exempt
AP11	Director BD Emergency Management	226	Exempt
AP11	Director BD Historically Underutilized Businesses Program (HUB)	226	Exempt
AP11	Director Benefits	226	Exempt
AP11	Director Budget and Planning	226	Exempt
AP11	Director Business Operations/Administrative Services	226	Exempt
AP11	Director Business Systems	226	Exempt
AP11	Director Campus and District Accountability	226	Exempt
AP11	Director Campus Support	226	Exempt
AP11	Director Campus Supports Programming and Implementation	226	Exempt
AP11	Director Career and Technical Education	226	Exempt
AP11	Director Communications and Community Engagement	226	Exempt
AP11	Director Compliance and Operations	226	Exempt
AP11	Director Construction Management	226	Exempt
AP11	Director Contracts and Procurement	226	Exempt
AP11	Director Counseling, Crisis and Mental Health	226	Exempt
AP11	Director Data, Analytics and Reporting	226	Exempt
AP11	Director Discipline Standards and Accountability	226	Exempt
AP11	Director District Wide After-School Child Care Program	226	Exempt
AP11	Director Diversity, Inclusion and Engagement	226	Exempt
AP11	Director Early Learning	226	Exempt
AP11	Director Enrollment and Attendance Services	226	Exempt
AP11	Director Enterprise Application	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP11	Director Enterprise Architecture	226	Exempt
AP11	Director ES Multilingual Education	226	Exempt
AP11	Director ES Operations	226	Exempt
AP11	Director Evaluations for Special Education	226	Exempt
AP11	Director Facilities Maintenance	226	Exempt
AP11	Director Finance Payroll	226	Exempt
AP11	Director Food Service Operations	226	Exempt
AP11	Director Health Services	226	Exempt
AP11	Director Housekeeping Operations	226	Exempt
AP11	Director HUB Program	226	Exempt
AP11	Director Human Capital	226	Exempt
AP11	Director Humanities	226	Exempt
AP11	Director Information Technology Security	226	Exempt
AP11	Director Instructional Delivery, Inclusion and Related Services	226	Exempt
AP11	Director Intergovernmental Relations and Policy Oversight	226	Exempt
AP11	Director Medicaid	226	Exempt
AP11	Director Multi-Tiered Systems of Support (MTSS)	226	Exempt
AP11	Director Network Support Systems	226	Exempt
AP11	Director Office Academics	226	Exempt
AP11	Director Performing Arts	226	Exempt
AP11	Director Physical Ed/Coordinator School Health	226	Exempt
AP11	Director Planning Services	226	Exempt
AP11	Director Position Control and Systems	226	Exempt
AP11	Director Professional Learning	226	Exempt
AP11	Director Project Management	226	Exempt
AP11	Director Real Estate and Asset Management	226	Exempt
AP11	Director Related Services for Special Education	226	Exempt
AP11	Director Resource Development	226	Exempt
AP11	Director Sec Multilingual Education	226	Exempt
AP11	Director Sec Schools	226	Exempt
AP11	Director SEL Cultural Proficiency and Inclusiveness	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP11	Director State and Federal Compliance and Accountability	226	Exempt
AP11	Director STEM	226	Exempt
AP11	Director Strategic Integration	226	Exempt
AP11	Director Student Data Services	226	Exempt
AP11	Director Student Support Operations	226	Exempt
AP11	Director Sustainability	226	Exempt
AP11	Director Systemwide Testing	226	Exempt
Ap11	Director Talent Pipeline Development, Recruitment and Onboarding	226	Exempt
AP11	Director Technology Integration	226	Exempt
AP11	Director The Office of Academics	226	Exempt
AP11	Director Treasury	226	Exempt
AP11	Principal Special Support Campuses	226	Exempt
AP12	Principal HS	226	Exempt
AP13	Chief of Police	226	Exempt
AP13	Deputy General Counsel	226	Exempt
AP13	Executive Director Accountability and PEIMS	226	Exempt
AP13	Executive Director Asset Management and Planning	226	Exempt
AP13	Executive Director BD Contracts and Procurement Construction Management	226	Exempt
AP13	Executive Director BD HUB Program	226	Exempt
AP13	Executive Director Compensation and Benefits	226	Exempt
AP13	Executive Director Construction Management	226	Exempt
AP13	Executive Director Contracts and Procurement	226	Exempt
AP13	Executive Director ECHS and P-Tech	226	Exempt
AP13	Executive Director Employee Effectiveness, Experience and Sustainability	226	Exempt
AP13	Executive Director Employee Relations	226	Exempt
AP13	Executive Director Enterprise Applications	226	Exempt
AP13	Executive Director Enterprise Systems	226	Exempt
AP13	Executive Director Facilities Maintenance	226	Exempt
AP13	Executive Director Financial Budget and Planning	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP13	Executive Director Financial Services	226	Exempt
AP13	Executive Director Food Service and Warehouse Operations	226	Exempt
AP13	Executive Director Health Services and Nursing	226	Exempt
AP13	Executive Director Implementation and Communications	226	Exempt
AP13	Executive Director Innovation and Development	226	Exempt
AP13	Executive Director Instructional Delivery and Inclusion	226	Exempt
AP13	Executive Director Leadership and Professional Development	226	Exempt
AP13	Executive Director Recruitment and Staffing	226	Exempt
AP13	Executive Director School Leadership Campus Support	226	Exempt
AP13	Executive Director School Programs	226	Exempt
AP13	Executive Director Social and Emotional Wellness and Systems of Support	226	Exempt
AP13	Executive Director Sp Ed	226	Exempt
AP13	Executive Director Staffing and Recruitment	226	Exempt
AP13	Executive Director State and Federal Compliance and Accountability	226	Exempt
AP13	Executive Director Student Enrollment and Attendance	226	Exempt
AP13	Executive Director Technology Operations	226	Exempt
AP13	Executive Director Transportation	226	Exempt
AP13	Special Assistant to the Superintendent	226	Exempt
AP14	Assistant Superintendent Elementary Schools	226	Exempt
AP14	Assistant Superintendent Financial Services	226	Exempt
AP14	Assistant Superintendent Human Capital Systems	226	Exempt
AP14	Assistant Superintendent Multilingual Education and Student Programs	226	Exempt
AP14	Assistant Superintendent Operations	226	Exempt
AP14	Assistant Superintendent Secondary Academics	226	Exempt
AP14	Assistant Superintendent Secondary Schools	226	Exempt
AP14	Assistant Superintendent Special Education Programs	226	Exempt
AP14	Assistant Superintendent Student Support Services	226	Exempt
AP14	Assistant Superintendent Technology	226	Exempt
AP14	General Counsel	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP16	Chief of Communications and Community Engagement	226	Exempt
AP16	Chief of Schools	226	Exempt
AP16	Chief of Staff	226	Exempt
AP16	Chief Officer Academics	226	Exempt
AP16	Chief Officer Equity	226	Exempt
AP16	Chief Officer Financial	226	Exempt
AP16	Chief Officer Governmental Relations and Board Services	226	Exempt
AP16	Chief Officer Human Capital	226	Exempt
AP16	Chief Officer Operations	226	Exempt
AP16	Chief Officer Technology	226	Exempt
AP17	Superintendent	226	Exempt
AP2	Accountant IV	226	Exempt
AP2	Analyst Benefits Budget Program	226	Exempt
AP2	Analyst Financial Systems	226	Exempt
AP2	Analyst Position Control and Systems Lead	226	Exempt
AP2	Central Librarian Cataloger	220	Exempt
AP2	College and Career Advisor	197, 207, 210	Exempt
AP2	Coordinator Community Engagement Sr	226	Exempt
AP2	Facilitator Alternative Ed Transition	197	Exempt
AP2	Facilitator Community School	187	Exempt
AP2	Generalist Employee Relations	226	Exempt
AP2	Instructional Coach	187	Exempt
AP2	Maker Tech Coach	209	Exempt
AP2	Manager Budget Compliance Head Start/EC	226	Exempt
AP2	Manager Child Care	187	Exempt
AP2	Manager Facility Management Systems	226	Exempt
AP2	Manager Performing Arts Center	226	Exempt
AP2	Mentor Teacher	187	Exempt
AP2	Orientation and Mobility Instructor	187	Exempt
AP2	Paralegal Sr	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP2	Specialist Alternate Media	226	Exempt
AP2	Specialist BD Web Services	226	Exempt
AP2	Specialist Career and Technical Education	226	Exempt
AP2	Specialist Communications Sr	226	Exempt
AP2	Specialist Library Media	187	Exempt
AP2	Specialist Professional	210, 226	Exempt
AP2	Specialist Project I	197	Exempt
AP2	Specialist Project II	187, 197, 210, 220, 226	Exempt
AP2	Specialist Project II Student Enrollment	210	Exempt
AP2	Specialist Technology	187	Exempt
AP2	Specialist Web Services	226	Exempt
AP2	Supervisor Communications and Administrative Services	226	Exempt
AP2	Translator	226	Exempt
AP2	Translator/Interpreter	226	Exempt
AP3A	Analyst Planning	226	Exempt
AP3A	Coordinator Assistant Media Services	226	Exempt
AP3A	Coordinator Contract Relations	226	Exempt
AP3A	Facilitator Project	210, 226	Exempt
AP3A	Manager BD Project	226	Exempt
AP3A	Manager Data Integrity	226	Exempt
AP3A	Manager Project Controls	226	Exempt
AP3A	Manager Quality Control	226	Exempt
AP3A	Manager Web	226	Exempt
AP3P	Athletic Trainer	202	Exempt
AP3P	Coordinator Area Athletic	210, 226	Exempt
AP3P	Counselor ES	187	Exempt
AP3P	Counselor ES Bilingual	187	Exempt
AP3P	Counselor HS	207, 210	Exempt
AP3P	Counselor HS Bilingual	207	Exempt
AP3P	Counselor MS	197	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP3P	Counselor MS Bilingual	197	Exempt
AP3P	Counselor MS ESL	197	Exempt
AP3P	Executive Chef	226	Exempt
AP3P	Facilitator School Improvement	226	Exempt
AP3P	Manager Construction Accounting	226	Exempt
AP3P	Manager Furniture, Fixtures and Equipment (FFandE)	226	Exempt
AP3P	Planner Sr	226	Exempt
AP3P	Specialist Assistive Technology	187, 220	Exempt
AP3P	Specialist Early Childhood Intervention (ECI) Transition	226	Exempt
AP3P	Specialist Life Skills	205	Exempt
AP3P	Specialist Multi-Classroom	197	Exempt
AP3P	Specialist Professional Resource Development	226	Exempt
AP3P	Specialist Project Gear Up	207	Exempt
AP3P	Specialist Project III	197, 210, 220, 226,	Exempt
AP3P	Specialist Project III Gifted and Talented	226	Exempt
AP3P	Specialist Resource Development Grant Compliance and Stewardship	226	Exempt
AP3P	Specialist Social Services	187, 197, 210, 226	Exempt
AP3P	Specialist Social Services for Trauma-Informed Care	226	Exempt
AP3P	Specialist Social Work Intern	202	Exempt
AP3P	Specialist Transition	220	Exempt
AP4A	Analyst Instructional Support	226	Exempt
AP4A	Assistant Principal ES	207	Exempt
AP4A	Coach Creative Learning Initiative	226	Exempt
AP4A	Coordinator Grant Project	226	Exempt
AP4A	Coordinator Language Support	226	Exempt
AP4A	Coordinator Library Technology	226	Exempt
AP4A	Coordinator PEIMS	226	Exempt
AP4A	Coordinator Project	226	Exempt
AP4A	Coordinator SEL and Mindfulness Communications	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP4A	Facilitator Integrated Systems	226	Exempt
AP4A	Facilitator Project Sr	226	Exempt
AP4A	Graduation Readiness Coach	197, 231	Exempt
AP4A	Manager Construction Contracts and Procurement Services	226	Exempt
AP4A	Manager Contracts and Billing	226	Exempt
AP4A	Manager Energy and Water	226	Exempt
AP4A	Specialist 504	197, 226	Exempt
AP4A	Specialist Academic Coaching	226	Exempt
AP4A	Specialist Academic Support	226	Exempt
AP4A	Specialist Assessment	226	Exempt
AP4A	Specialist Autism	226	Exempt
AP4A	Specialist AVID Program	226	Exempt
AP4A	Specialist Campus Equity and Inclusion	226	Exempt
AP4A	Specialist Coaching Early Literacy K-3	226	Exempt
AP4A	Specialist Communications and Engagement	226	Exempt
AP4A	Specialist Dyslexia	197	Exempt
AP4A	Specialist Early Learning	212	Exempt
AP4A	Specialist Elementary Curriculum	226	Exempt
AP4A	Specialist Grant Cultural Proficiency	226	Exempt
AP4A	Specialist Grant Trauma Informed Practices (TIP)	226	Exempt
AP4A	Specialist Head Start Behavior and Disabilities	226	Exempt
AP4A	Specialist Head Start Educ	226	Exempt
AP4A	Specialist Head Start Health and Social Services	226	Exempt
AP4A	Specialist Health Ed Curriculum	212	Exempt
AP4A	Specialist Health Education Curriculum	226	Exempt
AP4A	Specialist Multilingual Education	226	Exempt
AP4A	Specialist Online Curriculum Mgmt	226	Exempt
AP4A	Specialist Outdoor Learning	226	Exempt
AP4A	Specialist Physical Education Curriculum	226	Exempt
AP4A	Specialist SEL and Cultural Proficiency and Inclusiveness	226	Exempt
AP4A	Specialist Student Success	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP4A	Specialist Technology Design	226	Exempt
AP4A	Specialist World Languages	226	Exempt
AP4P	Audiologist	210	Exempt
AP4P	Coordinator Crisis Response	226	Exempt
AP4P	Licensed Mental Health Professional	197, 207	Exempt
AP4P	Occupational Therapist	187, 220	Exempt
AP4P	Physical Therapist	187, 220	Exempt
AP4P	Specialist Applied Learning Skills	197	Exempt
AP4P	Specialist Behavior	197	Exempt
AP4P	Specialist Behavior Support	197	Exempt
AP4P	Specialist Early Childhood (ECSE)	226	Exempt
AP4P	Specialist Mental Health	197	Exempt
AP4P	Speech Pathologist	187, 197	Exempt
AP4P	Speech Pathologist Bilingual	187, 197	Exempt
AP4P	Speech Pathologist Intern	187	Exempt
AP5	Academic Dean	226	Exempt
AP5	Accountant Grant Lead	226	Exempt
AP5	Architect	226	Exempt
AP5	Assistant Principal MS	215	Exempt
AP5	Coordinator 504	226	Exempt
AP5	Coordinator Accounting for Student Support Services	226	Exempt
AP5	Coordinator Advanced Academics	226	Exempt
AP5	Coordinator Applied Learning Skills	226	Exempt
AP5	Coordinator Assessment	226	Exempt
AP5	Coordinator Autism	226	Exempt
AP5	Coordinator AVID District	226	Exempt
AP5	Coordinator BD Budget	226	Exempt
AP5	Coordinator BD HUB Contract Management	226	Exempt
AP5	Coordinator BD HUB Program	226	Exempt
AP5	Coordinator BD HUB Project Management	226	Exempt
AP5	Coordinator Behavior Support	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP5	Coordinator Budget	226	Exempt
AP5	Coordinator Campus and District Accountability	226	Exempt
AP5	Coordinator Campus Athletic	187, 212	Exempt
AP5	Coordinator Campus Equity and Inclusion	226	Exempt
AP5	Coordinator Campus Support	226	Exempt
AP5	Coordinator Child Care Programs	226	Exempt
AP5	Coordinator Child Study System	226	Exempt
AP5	Coordinator Community Equity and Inclusion	226	Exempt
AP5	Coordinator Community Relations	226	Exempt
AP5	Coordinator Community School	226	Exempt
AP5	Coordinator Compensation	226	Exempt
AP5	Coordinator Compliance	210, 226	Exempt
AP5	Coordinator Creative Learning	226	Exempt
AP5	Coordinator Curriculum	226	Exempt
AP5	Coordinator Data	226	Exempt
AP5	Coordinator Data Governance and Strategy	226	Exempt
AP5	Coordinator Diversity, Engagement and Inclusiveness	226	Exempt
AP5	Coordinator Donor and Partner Relations	226	Exempt
AP5	Coordinator Dyslexia	226	Exempt
AP5	Coordinator Early Childhood Special Education and Early Learning	226	Exempt
AP5	Coordinator EIR Grant	226	Exempt
AP5	Coordinator Elementary Counseling	226	Exempt
AP5	Coordinator Emergency Management	226	Exempt
AP5	Coordinator Employee Effectiveness	226	Exempt
AP5	Coordinator Employee Experience and Sustainability	226	Exempt
AP5	Coordinator Employee Relations	226	Exempt
AP5	Coordinator ESSER Budget	226	Exempt
AP5	Coordinator Families as Partners	226	Exempt
AP5	Coordinator Family Engagement	226	Exempt
AP5	Coordinator Food Service Purchasing	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP5	Coordinator Food Service Staffing and Support	226	Exempt
AP5	Coordinator Gear Up	226	Exempt
AP5	Coordinator Grant Compliance and Stewardship	226	Exempt
AP5	Coordinator HC Communications	226	Exempt
AP5	Coordinator Health Logistics	226	Exempt
AP5	Coordinator Homebound	226	Exempt
AP5	Coordinator Human Capital Data	226	Exempt
AP5	Coordinator Human Capital Data and Evaluation Systems	226	Exempt
AP5	Coordinator Human Capital Position Control and Systems	226	Exempt
AP5	Coordinator International Welcome Center	226	Exempt
AP5	Coordinator Leadership Development and Support	226	Exempt
AP5	Coordinator Leadership Development, Recruitment and Support	226	Exempt
AP5	Coordinator Library Media Services	226	Exempt
AP5	Coordinator McKinney Vento Services	226	Exempt
AP5	Coordinator Multilingual Education for Elementary	226	Exempt
AP5	Coordinator Multilingual Education for Secondary	226	Exempt
AP5	Coordinator Nurse	226	Exempt
AP5	Coordinator Online	210	Exempt
AP5	Coordinator Operations	226	Exempt
AP5	Coordinator Operations Innovation & Development	226	Exempt
AP5	Coordinator Performing Arts Center (PAC)	226	Exempt
AP5	Coordinator Planning and Evaluation	226	Exempt
AP5	Coordinator PreKindergarten	226	Exempt
AP5	Coordinator Professional Learning Design	226	Exempt
AP5	Coordinator Program ACE	226	Exempt
AP5	Coordinator Program Social Work Support Services	226	Exempt
AP5	Coordinator Programs Early College	226	Exempt
AP5	Coordinator Project Management	226	Exempt
AP5	Coordinator Psychological Services	226	Exempt
AP5	Coordinator Public Health	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP5	Coordinator Restorative Practice	226	Exempt
AP5	Coordinator School Improvement	226	Exempt
AP5	Coordinator Secondary Counseling	226	Exempt
AP5	Coordinator Social and Emotional Wellness Strategic	226	Exempt
AP5	Coordinator Speech Language Services	226	Exempt
AP5	Coordinator State and Federal Private Accountability	226	Exempt
AP5	Coordinator STOP DOJ Grant	226	Exempt
AP5	Coordinator Student Agency and Engagement	226	Exempt
AP5	Coordinator Sub Services	226	Exempt
AP5	Coordinator TBRI	226	Exempt
AP5	Coordinator Transition Services	226	Exempt
AP5	Coordinator World Languages	226	Exempt
AP5	Engineer	226	Exempt
AP5	Instructional Coordinator Music	226	Exempt
AP5	Instructional Coordinator Visual Art	226	Exempt
AP5	Mechanical Engineer	226	Exempt
AP6	Assistant Principal Austin State Hospital	215	Exempt
AP6	Assistant Principal HS	215, 226	Exempt
AP6	Coordinator Alternative Center	226	Exempt
AP6	Director MS Magnet	226	Exempt
AP6	Partner Human Capital Systems Staffing and Recruitment	226	Exempt
AP6	Partner Human Capital Systems Talent Pipeline and Partnership Development	226	Exempt
AP7	Administrative Supervisor Academics	226	Exempt
AP7	Administrative Supervisor Accountability and Performance Reporting	226	Exempt
AP7	Administrative Supervisor BD HUB Program Management	226	Exempt
AP7	Administrative Supervisor Campus Support	226	Exempt
AP7	Administrative Supervisor Career and Technology Education	226	Exempt
AP7	Administrative Supervisor Communications and Engagement	226	Exempt
AP7	Administrative Supervisor Employee Relations	226	Exempt
AP7	Administrative Supervisor GF Donor and Partner Relations	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP7	Administrative Supervisor GF Innovation Academy	226	Exempt
AP7	Administrative Supervisor Implementation	226	Exempt
AP7	Administrative Supervisor Instructional Programs	226	Exempt
AP7	Administrative Supervisor Intergovernmental Relations and Board Services	226	Exempt
AP7	Administrative Supervisor Leadership Recruitment, Development and Support	226	Exempt
AP7	Administrative Supervisor Legal Services	226	Exempt
AP7	Administrative Supervisor Operations	226	Exempt
AP7	Administrative Supervisor PEIMS	226	Exempt
AP7	Administrative Supervisor Performing Arts	226	Exempt
AP7	Administrative Supervisor Professional Learning	226	Exempt
AP7	Administrative Supervisor Programs and Project Management	226	Exempt
AP7	Administrative Supervisor Project Manager	226	Exempt
AP7	Administrative Supervisor Public Information for Legal Services	226	Exempt
AP7	Administrative Supervisor Resource Development	226	Exempt
AP7	Administrative Supervisor SFCE/ASH	226	Exempt
AP7	Administrative Supervisor Special Education	226	Exempt
AP7	Administrative Supervisor Speech Language Pathologist	226	Exempt
AP7	Administrative Supervisor Student Success	226	Exempt
AP7	Administrative Supervisor Student Support Services	226	Exempt
AP7	Administrative Supervisor Survey and Research	226	Exempt
AP7	Administrative Supervisor Technology	226	Exempt
AP7	Administrator Head Start	226	Exempt
AP7	Administrator Safe Schools Review	226	Exempt
AP7	Architect Sr	226	Exempt
AP7	Manager Senior Project	226	Exempt
AP7	Partner Recruitment and Staffing Human Capital Systems Lead	226	Exempt
AP7	Supervisor Behavior Support	226	Exempt
AP7	Supervisor Critical Case	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP7	Supervisor Deaf Hard of Hearing/Visual Impairment	226	Exempt
AP7	Supervisor Employee Effectiveness	226	Exempt
AP7	Supervisor Evaluations	226	Exempt
AP7	Supervisor Human Capital	226	Exempt
AP7	Supervisor Leadership Development and Support	226	Exempt
AP7	Supervisor LMHP	226	Exempt
AP7	Supervisor Operations	226	Exempt
AP7	Supervisor Planning and Evaluation	226	Exempt
AP7	Supervisor Reading Academy Literacy	226	Exempt
AP7	Supervisor Related Services	226	Exempt
AP8	Assistant Director Accounting	226	Exempt
AP8	Assistant Director Athletics	226	Exempt
AP8	Assistant Director BD Construction Management	226	Exempt
AP8	Assistant Director BD Controls	226	Exempt
AP8	Assistant Director Campus District Accountability	226	Exempt
AP8	Assistant Director Communications	226	Exempt
AP8	Assistant Director Community Engagement	226	Exempt
AP8	Assistant Director Compensation and Benefits	226	Exempt
AP8	Assistant Director Compliance and Data	226	Exempt
AP8	Assistant Director Food Service Finance	226	Exempt
AP8	Assistant Director Health Services	226	Exempt
AP8	Assistant Director Payroll	226	Exempt
AP8	Assistant Director Position Control and Systems	226	Exempt
AP8	Assistant Director Purchasing	226	Exempt
AP8	Assistant Director Recruitment and Staffing	226	Exempt
AP8	Assistant Director Risk Management and Medicaid Reimbursements	226	Exempt
AP8	Assistant Director School Leadership	226	Exempt
AP8	Assistant Director State and Federal Compliance and Data	226	Exempt
AP8	Associate Director Accounts Payable Services	226	Exempt
AP8	Associate Director Discipline Standards and Accountability	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AP8	Associate Director Student Support Services	226	Exempt
AP8	Associate Director Transportation	226	Exempt
AP8	Assistant Director District Wide After-School Child Care Program	226	Exempt
AP9	Academy Director HS	226	Exempt
AP9	Principal ES	226	Exempt
AUX1	Bus Monitor	208	Non-Exempt
AUX1	Custodian	261	Non-Exempt
AUX1	EV Custodian	261	Non-Exempt
AUX1	Technician Food Production	200	Non-Exempt
AUX10	Assistant Catering	261	Non-Exempt
AUX10	Building Operator Crew Lead	261	Non-Exempt
AUX10	Foreman Assistant Shop	261	Non-Exempt
AUX10	Housekeeping Services Specialist I	261	Non-Exempt
AUX10	Manager V Food Service	202	Non-Exempt
AUX10	Specialist Building and Environmental Scientist	261	Non-Exempt
AUX10	Specialist Energy Conservation	261	Non-Exempt
AUX10	Specialist Food Service Business Support	261	Non-Exempt
AUX10	Specialist Visual Production Business	260	Non-Exempt
AUX10	Supervisor Kitchen Repair Technician	261	Non-Exempt
AUX10	Technician Air Conditioning (A/C) Controls	261	Non-Exempt
AUX10	Technician Facility Condition Assessment	261	Non-Exempt
AUX10	Technician Low Voltage	261	Non-Exempt
AUX10	Technician Remediation Building Material Lead	261	Non-Exempt
AUX11	Electrician	261	Non-Exempt
AUX11	Foreman Building and Environmental Scientist	261	Non-Exempt
AUX11	Foreman Building Operator	261	Non-Exempt
AUX11	Foreman Electronics	261	Non-Exempt
AUX11	Foreman Energy Conservation Engagement	261	Non-Exempt
AUX11	Foreman Heavy Equipment Grounds	261	Non-Exempt
AUX11	Foreman Locksmith/Hardware Operations	261	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
AUX11	Foreman Paint	261	Non-Exempt
AUX11	Foreman Pest Control	261	Non-Exempt
AUX11	Foreman Shop Transportation	261	Non-Exempt
AUX11	Foreman Vehicle Service	261	Non-Exempt
AUX11	Housekeeping Services Lead	261	Non-Exempt
AUX11	HVAC Mechanic	261	Non-Exempt
AUX11	Landscape Foreman	261	Non-Exempt
AUX11	Manager Field Training	225	Non-Exempt
AUX11	Mechanic Refrigeration	261	Non-Exempt
AUX11	Plumber	261	Non-Exempt
AUX11	Remediation Building Material Foreman	261	Non-Exempt
AUX11	Supervisor Safety	260	Non-Exempt
AUX11	Technician Electrician-Bench	261	Non-Exempt
AUX11	Technician Facilities Fire Systems	261	Non-Exempt
AUX12	Assistant Supervisor Bus Operations	261	Non-Exempt
AUX12	Assistant Supervisor Headquarter Facility	261	Non-Exempt
AUX12	Sous Chef Catering	261	Non-Exempt
AUX12	Sous Chef Concessions	261	Non-Exempt
AUX12	Specialist Access Control Lead	261	Non-Exempt
AUX12	Specialist Plumbing	261	Non-Exempt
AUX12	Specialist Surveillance Systems	261	Non-Exempt
AUX12	Technician Facilities Fire Systems Lead	261	Non-Exempt
AUX13C	Specialist Staff Support and Eligibility	261	Non-Exempt
AUX13P	Area Supervisor Food Service	225	Exempt
AUX13P	Dietitian	226	Exempt
AUX13P	Supervisor Food Service Career Development	225	Exempt
AUX13P	Supervisor School Bus Operations	226	Exempt
AUX14	Manager Construction Project	226	Exempt
AUX14	Manager Facilities Systems Safety	226	Exempt
AUX14	Manager Trade Electrical	226	Exempt
AUX14	Manager Trade Grounds	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
AUX14	Manager Trade HVAC	226	Exempt
AUX14	Manager Trade Plumbing and Heating	226	Exempt
AUX14	Manager Trade Structural	226	Exempt
AUX14	Supervisor Building and Grounds	226	Exempt
AUX14	Supervisor Distribution and Logistics	226	Exempt
AUX14	Supervisor Housekeeping	226	Exempt
AUX14	Supervisor Region	226	Exempt
AUX2	Groundskeeper	261	Non-Exempt
AUX2	Housekeeping Equipment Driver	261	Non-Exempt
AUX2	Specialist Food Production	200	Non-Exempt
AUX2	Truck Driver I Central Warehouse	261	Non-Exempt
AUX2	Truck Driver I Clifton Center	261	Non-Exempt
AUX2	Truck Driver I STEM	261	Non-Exempt
AUX3	Custodial Crew Leader	261	Non-Exempt
AUX3	EV Custodial Crew Leader	261	Non-Exempt
AUX3	Grounds Equipment Operator	261	Non-Exempt
AUX3	Specialist Food Production Sr	200	Non-Exempt
AUX3	Truck Driver II Central Warehouse	261	Non-Exempt
AUX4	EV Head Custodian I	261	Non-Exempt
AUX4	Head Custodian I	261	Non-Exempt
AUX4	Operator Building I	261	Non-Exempt
AUX4	Technician Laboratory Materials III	218	Non-Exempt
AUX4	Technician Mail	261	Non-Exempt
AUX4	Truck Driver III Central Warehouse	261	Non-Exempt
AUX4	Truck Driver III Clifton Center	209	Non-Exempt
AUX5	Building Operator II	261	Non-Exempt
AUX5	EV Head Custodian II	261	Non-Exempt
AUX5	Head Custodian II	261	Non-Exempt
AUX5	Manager Trainee Food Service	202	Non-Exempt
AUX5	Truck Driver IV Central Warehouse	261	Non-Exempt
AUX5	Truck Driver IV Science Center	218	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
AUX6	Building Operator III	261	Non-Exempt
AUX6	Head Custodian III	261	Non-Exempt
AUX6	Manager I Food Service	202	Non-Exempt
AUX6	Painter	261	Non-Exempt
AUX6	Technician Pest Control	261	Non-Exempt
AUX6	Truck Driver V Central Warehouse	261	Non-Exempt
AUX7	Bus Driver/Coordinator	261	Non-Exempt
AUX7	Grounds Crew Leader	261	Non-Exempt
AUX7	Manager Food Truck	202	Non-Exempt
AUX7	Manager II Food Service	202	Non-Exempt
AUX7	Technician Kitchen Repair	260	Non-Exempt
AUX7	Technician Utility Conservation	260	Non-Exempt
AUX7	Truck Driver VI Central Warehouse	261	Non-Exempt
AUX8	Backhoe Operator Service Center	261	Non-Exempt
AUX8	Base Scheduler	261	Non-Exempt
AUX8	Finisher	261	Non-Exempt
AUX8	Mail Operator	261	Non-Exempt
AUX8	Manager III Food Service	202	Non-Exempt
AUX8	Millworker	260	Non-Exempt
AUX8	Motor Vehicle Mechanic II	260	Non-Exempt
AUX8	Remediation Building Material Worker	261	Non-Exempt
AUX8	Storekeeper	260	Non-Exempt
AUX8	Supervisor Contracting Services	260	Non-Exempt
AUX8	Technician Playscape	260	Non-Exempt
AUX8	Welder	261	Non-Exempt
AUX9	Carpenter	261	Non-Exempt
AUX9	Locksmith/Hardware Repair Mechanic	261	Non-Exempt
AUX9	Manager IV Food Service	202	Non-Exempt
AUX9	Mason	261	Non-Exempt
AUX9	Millworker Sr	261	Non-Exempt
AUX9	Motor Vehicle Mechanic III	261	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
AUX9	Remediation Building Material Crew Leader	261	Non-Exempt
AUX9	School Bus Dispatcher	261	Non-Exempt
AUX9	Small Engine Mechanic	261	Non-Exempt
AUX9	Supervisor Property	261	Non-Exempt
AUX9	Technician Electronics	261	Non-Exempt
BD	Bus Driver	183	Non-Exempt
IS2	Assistant Child Care	209	Non-Exempt
IS2	Clerk Library	209, 218	Non-Exempt
IS3	Assistant Computer Lab	209, 231	Non-Exempt
IS3	Child Care Worker	209	Non-Exempt
IS3	ISS Monitor	209	Non-Exempt
IS3	Teacher Assistant	209	Non-Exempt
IS3	Teacher Assistant Bilingual	209	Non-Exempt
IS3	Teacher Assistant Delta	209	Non-Exempt
IS3	Teacher Assistant Physical Education	209	Non-Exempt
IS3	Teacher Assistant Regular/Vocational	209	Non-Exempt
IS4	Braillist	224	Non-Exempt
IS4	Teacher Assistant Deaf/Blind Intervener	209	Non-Exempt
IS4	Teacher Assistant Sp Ed	209	Non-Exempt
IS4	Teacher Assistant Sp Ed 1:1	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Auditory Impairment	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Basic	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Bilingual	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Career and Technology	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Go Project	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Intensive Support	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Life Skills	209	Non-Exempt
IS4	Teacher Assistant Sp Ed PPCD	209	Non-Exempt
IS4	Teacher Assistant Sp Ed SCORES	209	Non-Exempt
IS4	Teacher Assistant Sp Ed Social Behavioral Skills	209	Non-Exempt
IS5	Headstart Family Advocate	260	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
IS5	Specialist Child Care	209, 260	Non-Exempt
IS5	Specialist Home Visit Support	233	Non-Exempt
IS5	Specialist Parent Support	209	Non-Exempt
IS5	Specialist PreK Partnership Parent Support	209	Non-Exempt
IS6	Job Coach	260	Non-Exempt
IS7	Assistant Rosedale Student Therapeutic	209	Non-Exempt
IS7	Educational Interpreter	209	Non-Exempt
IS7	Supervisor Licensed Site	209	Non-Exempt
IS8	Assistant Library	209	Non-Exempt
IS8	Graduation Coach	209, 231	Non-Exempt
IT1	Specialist Field Technician I	260	Non-Exempt
IT10	Database Administrator Lead	226	Exempt
IT10	Manager Cloud Architecture	226	Exempt
IT10	Manager Data Management and Reporting	226	Exempt
IT10	Manager Data System	226	Exempt
IT10	Manager Enterprise Development	226	Exempt
IT10	Manager Instructional Technology Support	226	Exempt
IT10	Manager Network Operations	226	Exempt
IT10	Manager Network Systems	226	Exempt
IT10	Manager Student Data Systems	226	Exempt
IT10	Manager Technology Business Office	226	Exempt
IT10	Manager Technology Project	226	Exempt
IT10	Manager WAN Operations	226	Exempt
IT10	Network Architect	226	Exempt
IT10	Unix Administrator Sr	226	Exempt
IT2	Specialist Field Technician II	260	Non-Exempt
IT2	Specialist Technology Support	209, 260	Non-Exempt
IT2	Technician Service Center Help Desk	260	Non-Exempt
IT3	Analyst Desktop I	260	Non-Exempt
IT3	Analyst Service Center Help Desktop	260	Non-Exempt
IT3	Foreman Help Desk	260	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
IT3	Specialist Help Desk	260	Non-Exempt
IT4	Analyst Desktop II	260	Non-Exempt
IT4	Technician Telecommunications	260	Non-Exempt
IT5	Assistant Student System/IT Service Manager (ITSM)	260	Non-Exempt
IT5	Assistant Student Systems Support I	260	Non-Exempt
IT5	Technician Network Sr	260	Non-Exempt
IT5	Technician Telecommunications Sr	260	Non-Exempt
IT6	Assistant Business Systems Support	226	Exempt
IT6	Assistant Student Systems Support II	226	Exempt
IT6	Facilitator Technology BD Project	226	Exempt
IT6	Specialist Network	226	Exempt
IT6	Videographer-Editor	226	Exempt
IT7	Analyst Network	226	Exempt
IT7	Analyst Telecommunications Sr	226	Exempt
IT7	Coordinator Learning Management Systems (LMS)/Testing Import	226	Exempt
IT7	Programmer/Analyst	226	Exempt
IT7	Programmer/Analyst Transportation	226	Exempt
IT7	Specialist Instructional Materials Integration	226	Exempt
IT7	Specialist Systems Schedule Support	226	Exempt
IT7	Student and Parent Support Liaison	226	Exempt
IT7	Supervisor District Device Warranty	226	Exempt
IT7	Systems Support Lead	226	Exempt
IT8	Administrator Email and Security Systems	226	Exempt
IT8	Administrator Security Systems	226	Exempt
IT8	Analyst Network Sr	226	Exempt
IT8	Analyst Student Data Management	226	Exempt
IT8	Analyst Student Records	226	Exempt
IT8	Analyst System	226	Exempt
IT8	Desktop Engineer Sr	226	Exempt
IT8	Developer Programmer Analyst Sr	226	Exempt

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Pay Grade	Job Title	Duty Days	Status
IT8	Enterprise Cloud Architect	226	Exempt
IT8	IT Service Manager (ITSM) Sys Admin	226	Exempt
IT8	Programmer/Analyst Sr	226	Exempt
IT8	Student Systems Support Lead	226	Exempt
IT8	Supervisor Service Center Help Desk	226	Exempt
IT8	Unix Administrator	226	Exempt
IT9	Administrator Network Security	226	Exempt
IT9	Analyst Systems Lead	226	Exempt
IT9	Coordinator Learning Systems	226	Exempt
IT9	Data Administrator	226	Exempt
IT9	Data Architect	226	Exempt
LIB	Librarian	187, 208	Exempt
LIB	Librarian Bilingual	187	Exempt
LIB	Specialist District Library	220	Exempt
NIS1	Clerk	218, 224, 260	Non-Exempt
NIS1	Security Guard	209	Non-Exempt
NIS10	Executive Assistant Board	226	Exempt
NIS10	Executive Assistant Superintendent	226	Exempt
NIS2	Guidance Secretary	218	Non-Exempt
NIS2	Specialist Attendance	224, 260	Non-Exempt
NIS2	Technician Badge	260	Non-Exempt
NIS3	Clerk Accounting	260	Non-Exempt
NIS3	Customer Service Representative	260	Non-Exempt
NIS3	Technician Accounts Payable	260	Non-Exempt
NIS3	Technician Inventory	261	Non-Exempt
NIS4	Assistant Data Processing	260	Non-Exempt
NIS4	Assistant Health Room	209	Non-Exempt
NIS4	Clerk Accounting Sr	260	Non-Exempt
NIS4	Clerk Registration	260	Non-Exempt
NIS4	Clerk Special Education Management Services (SEMS)	260	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
NIS5	Assistant Administrative	209, 218, 233, 260	Non-Exempt
NIS5	Assistant Administrative/Bookkeeper	233	Non-Exempt
NIS5	Assistant Procurement	260	Non-Exempt
NIS5	Clerk Technical	260	Non-Exempt
NIS5	Graphic Designer	260	Non-Exempt
NIS5	Technician Employee Relations	260	Non-Exempt
NIS5	Technician Laboratory	218	Non-Exempt
NIS6	Assistant Data Management	260	Non-Exempt
NIS6	Assistant Special Program	233	Non-Exempt
NIS6	Coordinator Clerical Staff	260	Non-Exempt
NIS6	Executive Assistant I	260	Non-Exempt
NIS6	Executive Assistant I BD	260	Non-Exempt
NIS6	Registrar Special Campus	260	Non-Exempt
NIS6	Specialist Accounts Payable	260	Non-Exempt
NIS6	Specialist Athletics District Concessions	260	Non-Exempt
NIS6	Specialist C/S Program	260	Non-Exempt
NIS6	Specialist Contract Management	260	Non-Exempt
NIS6	Specialist Facilities Use Program	260	Non-Exempt
NIS6	Specialist Facility Use	260	Non-Exempt
NIS6	Specialist Partnership Data	260	Non-Exempt
NIS6	Specialist Payroll	260	Non-Exempt
NIS6	Specialist PCARD	260	Non-Exempt
NIS6	Specialist Program-Project Help	260	Non-Exempt
NIS6	Specialist Student Records	260	Non-Exempt
NIS6	Technician Accounting	218, 233, 260	Non-Exempt
NIS6	Technician Employee Appraisal Systems	260	Non-Exempt
NIS6	Technician Human Capital Systems - Sub Office	260	Non-Exempt
NIS7	Assistant Accountant	260	Non-Exempt
NIS7	Executive Assistant II	260	Non-Exempt
NIS7	Executive Assistant II Superintendent	260	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
NIS7	Management Assistant Learning	260	Non-Exempt
NIS7	Management Assistant Principal	260	Non-Exempt
NIS7	Management Assistant Student Support Services	260	Non-Exempt
NIS7	Registrar	260	Non-Exempt
NIS7	Technician Academics	260	Non-Exempt
NIS7	Technician Budget	260	Non-Exempt
NIS8	Accountant I	260	Non-Exempt
NIS8	Accountant I Travel	260	Non-Exempt
NIS8	Assistant Communications Marketing	260	Non-Exempt
NIS8	Assistant Treasury	260	Non-Exempt
NIS8	Coordinator Site	260	Non-Exempt
NIS8	Coordinator Transportation Planning and Scheduling	261	Non-Exempt
NIS8	Executive Assistant III	260	Non-Exempt
NIS8	Newcomer Family Liaison	260	Non-Exempt
NIS8	Paralegal	260	Non-Exempt
NIS8	Refugee Family Liaison	260	Non-Exempt
NIS8	Specialist Accounts Payable Sr.	260	Non-Exempt
NIS8	Specialist Budget Multilingual	260	Non-Exempt
NIS8	Specialist Budget Special Education Operations	260	Non-Exempt
NIS8	Specialist Budget Visual and Performing Arts	260	Non-Exempt
NIS8	Specialist Community Engagement Project	260	Non-Exempt
NIS8	Specialist Data Management and Reporting	260	Non-Exempt
NIS8	Specialist Data Management Multilingual	260	Non-Exempt
NIS8	Specialist Data Management Special Education	260	Non-Exempt
NIS8	Specialist Emergency Management	260	Non-Exempt
NIS8	Specialist Families as Partner Support	260	Non-Exempt
NIS8	Specialist Human Capital Employee	260	Non-Exempt
NIS8	Specialist Human Capital Employee Certification and Professional Learning	260	Non-Exempt
NIS8	Specialist Human Capital Position Control	260	Non-Exempt
NIS8	Specialist Human Capital Position Control and Systems	260	Non-Exempt

Pay Grade	Job Title	Duty Days	Status
NIS8	Specialist LPAS Data Management	260	Non-Exempt
NIS8	Specialist Parent Support Lead	260	Non-Exempt
NIS8	Specialist Payroll Sr	260	Non-Exempt
NIS8	Specialist PCARD and Textbook	260	Non-Exempt
NIS8	Specialist PCARD Billing	260	Non-Exempt
NIS8	Specialist Procurement	260	Non-Exempt
NIS8	Specialist Service Document	260	Non-Exempt
NIS8	Specialist Social Media and Graphics	260	Non-Exempt
NIS8	Technician Academic Materials	260	Non-Exempt
NIS8	Technician Computer Aided Drafting (CAD)	260	Non-Exempt
NIS8	Technician Student Enrollment	260	Non-Exempt
NIS9	Accountant II	260	Non-Exempt
NIS9	Analyst Budget	260	Non-Exempt
NIS9	Analyst Budget Special Education	260	Non-Exempt
NIS9	Analyst Budget State and Federal Accountability	260	Non-Exempt
NIS9	Assistant Communications Marketing Sr	260	Non-Exempt
NIS9	Specialist Human Capital Employee Lead	260	Non-Exempt
NIS9	Specialist Human Capital Employee Sr	260	Non-Exempt
NIS9	Specialist Scheduling and IT Support Lead	260	Non-Exempt
NIS9	Specialist Workers' Compensation	260	Non-Exempt
NIS9	Supervisor Accounts Payable	260	Non-Exempt
NIS9	Supervisor BD Device Office	260	Non-Exempt
NIS9	Supervisor Clerical Operations	260	Non-Exempt
NIS9	Supervisor Payroll	260	Non-Exempt
NIS9	Supervisor Transfer	260	Non-Exempt
PD1	Police Cadet	261	Non-Exempt
PD1	Police Dispatcher	261	Non-Exempt
PD1	Specialist Police Services	261	Non-Exempt
PD2	Police Dispatcher Lead	261	Non-Exempt
PD3	Police Officer	261	Non-Exempt
PD3	Police Officer Crisis Intervention Team	261	Non-Exempt

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Pay Grade	Job Title	Duty Days	Status
PD3	Supervisor Police Dispatcher	260	Non-Exempt
PD4	Detective	261	Non-Exempt
PD5	Sergeant	261	Non-Exempt
PD6	Lieutenant	261	Non-Exempt
RS2	Educational Diagnostician	197, 207	Exempt
RS2	Educational Diagnostician Bilingual	197, 207	Exempt
RS2	Licensed Specialist in School Psychology	197, 207	Exempt
RS2	Licensed Specialist in School Psychology Bilingual	197, 207	Exempt

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