

COMPENSATION RESOURCE BOOK

HUMAN CAPITAL MANAGEMENT

COMPENSATION GUIDELINES

**Dallas
Independent
School
District**



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2015-2016

**COMPENSATION
GUIDELINES**

2015-2016 School Year

These Guidelines are subject to and must be interpreted in compliance with all applicable federal and state laws and district policies. If a Guideline conflicts in whole or part with any law or policy, the law or policy will control to the extent of any such conflict.

2015 – 2016 School Year

September 1, 2015

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Dallas ISD Compensation Plan and Philosophy

The Dallas Independent School District's *compensation philosophy** (*See *Compensation Glossary*) is to ensure that each component of its compensation program supports the mission and needs of the organization and its employees. Dallas ISD seeks to provide compensation that is competitive within the parameters of the Board of Trustees-approved annual budget. Decisions regarding salaries will be made without regard to race, sex, creed, color, religion, national origin, age, sexual orientation, or physical or mental disabilities. Goals of the Dallas ISD compensation plans include:

- Program designs that support having the RIGHT person in the RIGHT job at the RIGHT time
- Alignment with the organization's strategy, mission, and culture
- Promoting an atmosphere that attracts, motivates, and retains high performing employees that will provide excellent support to Dallas ISD's mission to educate all students for success
- Providing an effective pay structure for all employees
- Supporting fiscal responsibility and stewardship of public funds
- Compliance with all state and federal laws and regulations governing compensation practice

Compensation Plan Description

*Total compensation** is designed to attract, motivate, and retain high performing personnel needed to accomplish the District's goals. Dallas ISD compensation plans include *salary structures**, stipends, and benefit programs.

The Superintendent of Schools shall propose a compensation plan for all District personnel, which may take into consideration the implementation of *salary ranges** for contract employees. Compensation changes for the upcoming school year are reflected in the budget adopted by the Board. The administration shall be responsible for developing procedures and guidelines for the proper implementation of the approved compensation plan.

The District publishes a Compensation Resource Book, which consists of, but is not limited to, the Compensation Guidelines, Salary Handbook and Supplemental Earnings Handbook. These documents may be accessed through the District's Web site (dallasisd.org).

There are seven major categories to Dallas ISD salary schedules:

- Teachers
- Teachers (Non- TEI), Related Instructional and Professional Support Employees
- Principals
- Assistant Principals
- Executive Leadership
- Central Staff
- Technical and Analytics
- Support Staff

*Salary ranges** and step rate schedules are determined largely by the market rates paid for jobs that are comparable to the District's jobs. To ensure that the Dallas ISD *salary ranges** are competitive with the market, the Compensation Department conducts *market pricing** studies to determine current compensation levels for similar positions.

No employee will be paid more than the maximum rate for his/her *salary grade** unless the employee was earning more than that amount prior to the adoption of the salary/pay ranges or an exception was approved by the Executive Director – Operations HCM, or Chief of Human Capital Management. Pay ranges are reviewed annually and may be adjusted as needed.

Roles and Responsibilities

Supervisors

It is the responsibility of an employee's supervisor to:

1. Review the functions performed by each member of his or her staff and to prepare and submit *job descriptions** to the Compensation Department.
2. Review and appraise the performance of each member of his or her staff.
3. Enforce accurate documentation of time worked and leave time used.
4. Authorize the need for overtime work for nonexempt staff.

Compensation Department

The function of the Compensation Department is to direct the strategic planning, design, implementation, administration, and communication of all District Compensation Programs, ensuring the Programs are aligned with the District's strategy and organizational culture.

Responsibilities of the Compensation Department include:

1. Overseeing the design, implementation, and administration of compensation programs
2. Recommending and administering policies and procedures to ensure competitive and consistent compensation practices and ensuring adherence with the *compensation philosophy**
3. Researching and evaluating organizational needs and market trends for the purpose of ensuring the District's compensation programs are competitive and provide the ability to attract, motivate, and retain highly qualified employees
4. Strategizing and consulting with senior leadership to educate employees and bring about culture change related to compensation programs

5. Continually evaluating compensation practices to ensure adherence with the *compensation philosophy** by conducting *market pricing** surveys:
 - Pay Scale
 - Texas Association of School Boards (TASB)
 - Other targeted surveys
6. Developing and maintaining competitive *salary structures**
7. Performing *job evaluations** to determine the appropriate *grade** for each job, taking into consideration:
 - *Job description(s)**
 - Market data
 - *Internal equity**
 - Preservation of consistency between divisions
 - Interviews with appropriate department or division leader and other key employees
8. Collaborating with managers in reviewing the functions performed by each employee of their staff to provide advice to the manager on the preparation of *job descriptions** that are to be submitted to the Compensation Department
9. Considering the various types of pay decisions, and making appropriate pay recommendations based on the organization's need including:
 - Market data
 - Individual future potential and likely future jobs
 - Business issue/need
 - Individual performance and potential
 - Need for a specific or specialized skill set
 - Pay of others on the same career track
 - Budget requirements and constraints
10. Conducting compensation reviews, as needed. Compensation reviews for individual employees should be facilitated through the employee's manager and not the employee
11. Providing integrated advice and support to the client constituencies on a wide range of compensation-related issues
12. Referring all policy and procedure exceptions to the Executive Director, Human Capital Management (Operations) or the Chief of Human Capital Management

Job Evaluation and Classification

Compensable Factors in Job Evaluation

*Job evaluation** is a systematic approach to comparing different jobs within an organization for the purpose of determining relative value. *Job evaluation** is conducted using a defined set of *compensable factors** that are linked to compensation.

These *compensable factors** include the knowledge, skills, abilities, responsibility levels, and type of working conditions required for each job.

Some of the specific *compensable factors** used to evaluate jobs at the Dallas ISD are listed below:

- Organizational Impact
- Analytical Reasoning/Problem Solving
- Communication/Interaction
- Decision-Making
- Supervisory Responsibility
- Working Conditions
- Education/Experience
- Qualifications/Certifications

*Compensable factors** are present in differing amounts in different jobs. For example, management jobs have greater emphasis on decision-making and organizational impact than many non-management jobs. Similarly, not all *compensable factors** are present for all jobs, such as student care and instruction. The *compensable factors** apply to the job and not to the employee being considered for the job or performing the job.

Once a job is profiled against the *compensable factors**, it is assigned to a *grade** based on its overall evaluation and/or priced against job market data.

Classification of New Positions

The creation of any new job/position must adhere to the job creation process (See [Appendix C](#)) that is coordinated between the requesting department, Budget Services, and Human Capital Management. The creation of any new position must be approved by the Division Chief. It is the Compensation Department's responsibility to perform job analysis and evaluation of each new position created in the District to determine appropriate placement in the compensation plan relative to other jobs.

Pay grades are used to group jobs that have approximately the same relative internal worth; all jobs within a particular grade are paid within the same pay range.

Pay ranges set the upper and lower bounds of possible compensation for a job.

Classification Review of Existing Positions

If a supervisor determines that a position is improperly classified or that the content and scope of responsibilities have changed substantially, they may request a re-evaluation from the Compensation Department. To initiate a review, the supervisor completes the Compensation Review Form (“CRF”) (Appendix C), describing the conditions that justify the review, and submits it to their Division Chief for consideration and support.

The Division Chief shall review the CRF and, if in agreement with the request, forward the CRF to the Manager of Compensation, Human Capital Management, to begin the job evaluation process.

- If no job description is available, the supervisor or manager, with the assistance of the Compensation Department, will compile the information necessary to update or create an accurate *job description**.
- The Compensation Department will assist the supervisor in preparing a final updated job description that accurately reflects the primary responsibilities and essential functions of the job.
- The Compensation Department will recommend a pay *grade** assignment based on evaluation of *compensable factors**, external market pay data, *internal equity**, and the District’s compensation plan.
- The Compensation Department will submit the *job evaluation** results and a written rationale and recommendation to the Compensation Review Committee, who will approve or disapprove the recommendation.

A position can be reevaluated at any time if approved by the Chief of HCM or the Executive Director – HCM Operations.

The decisions of the Compensation Review Committee, Chief of Human Capital Management or the Superintendent of Schools will not be subject to further appeal.

Exemption Status

All jobs will be classified as exempt or nonexempt in accordance with the requirements of the federal Fair Labor Standards Act (FLSA). The Human Capital Department will determine the classification of each position based on a description of assigned job duties and the method of compensation. In order to be exempt, the employee’s primary duties must meet the requirements of one of the exemption tests as defined by Federal regulations and the employee must be compensated on a salary basis. All employees who do not meet the legal requirements for exemption are classified as nonexempt.

Hiring Rates

Teachers, Related Instructional Personnel, and Professional Support Personnel (TRIPS)

The salaries of newly hired Non-TEI teachers, related instructional personnel and professional support personnel are based upon consideration of credible years of service (“CYS”). All TRIPS personnel hired must possess, at a minimum, a bachelor's degree and certification as required by the Texas Education Agency (“TEA”) and the School Board of Educator Certification (“SBEC”). ROTC and Vocational Instructors are not required to have a bachelor’s degree.

Initial placement and salary of newly hired Principals

New principals will be placed between novice and one of the three progressing levels based on a performance interview and any available achievement data. With the assistance of the Chief of School Leadership the Compensation Department will determine the initial placement. In rare cases, the Chief of School Leadership may place a new principal at the Proficient I level. Newly hired Principals are subject to a \$10,000 cap on possible stipends received.

Initial placement for newly hired Teachers evaluated under the Teacher Excellence Initiative (TEI)

Teachers brand new to the profession will be placed at the Novice level. Teachers coming into the District with one completed year of teaching experience will be placed as a 2nd year teacher. Teachers who have completed two years of teaching, will be placed on a Veteran Teacher level. Salaries for veteran teachers will be based on their undergraduate GPA and Data Exercise Score. Additional compensation may be given for completing the Educators Professional Inventory (EPI) and for having National Board Certification. Additional service records and degrees will not affect the salary of positions evaluated under TEI.

Campus Leadership and Central Staff

Hiring rates for Campus Leadership and Central Staff positions are based on each candidate’s prior related job experience, external market comparisons, and internal incumbent comparisons with similar positions and experience levels within Dallas ISD. The Compensation Department determines the starting rate for new hires within their pay range based on a review of the job candidate’s experience, credentials and comparison with the pay and experience of similarly situated peers in similar responsibilities or at similar pay *grades** within Dallas ISD. Human Capital Management will communicate starting rates to the candidate. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Chief of Human

Capital Management or Executive Director, Human Capital Management (Operations) for review and approval.

New hires with relevant job-related experience may be hired at a pay rate above the median salary of their job peer group if they are highly seasoned, more experienced than peers, and are expected to bring a significant amount of added value to the department. At higher pay levels, a high level of performance is expected.

Two examples of determining a starting salary range for new hires are presented below:

Example 1	Example 2
<p>Salary range for grade x: \$44,000 to \$75,000</p> <p>Median of salary range of grade x: \$59,500</p> <p>Median actual pay of employees in the job: \$67,000</p> <p>Candidate has <i>little or no related</i> experience than peers, consider a hiring rate ranging from \$44,000 to \$50,000</p>	<p>Salary range for grade x: \$44,000 to \$75,000</p> <p>Median of salary range of grade x: \$59,500</p> <p>Median actual pay of employees in the job: \$67,000</p> <p>Candidate has a <i>significant amount of related work experience</i>, consider a hiring rate ranging from \$55,000 to \$65,000</p>

Any exceptions to hiring rates need to be documented and approved by the Chief of Human Capital Management, or Executive Director, Human Capital Management (Operations).

Returning Employees

Former Dallas ISD employees who return to the District will be placed at the appropriate pay level for the position in which they are newly hired, which may differ from the step or pay position they occupied at the time of their departure from the district.

Support Staff

The Compensation Department determines the starting pay for new hires based on a review of the candidate's job experience and other relevant factors in comparison to the pay and experience of job incumbents with similar responsibilities and/or who are in the same pay grade. Human Capital Management will communicate starting rates for new employees to the candidate. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Chief of Human Capital

Management or Executive Director, Human Capital Management (Operations) for review and approval.

Police and Security Services

Persons in Police and Security Services positions must possess the certification or license required by law and/or the Dallas ISD policy to be eligible for pay in their designated pay grade.

The level of pay is determined using the following Texas Commission on Law Enforcement Officers Standards and Education (“TCLEOSE”) licensing criteria:

- Step 1 = Basic Peace Officer
- Step 4 = Intermediate Peace Officer
- Step 8 = Advanced Peace Officer
- Step 12 = Masters Peace Officer

Supplemental Earnings

Supplemental compensation is available to employees who qualify or who take on additional responsibilities for the District. A summary of supplemental earnings provided by Dallas ISD is included in the Supplemental Earnings Handbook.

Teacher – Serving as Athletic Coach

Teachers serving as Athletic Coaches shall be paid on the teachers’ *salary structure** for the number of days authorized plus supplemental earnings specified in the Supplemental Earnings Handbook.

Documentation of Service Credit for TRIPS Personnel

Documentation of Salary Credit for Experience

In order to receive service credit for prior work experience, TRIPS personnel must provide documentation of service to the Human Capital Management Division (Records Department) on an official TEA approved Service Record. The Service Record must be signed by the appropriate institutional official.

Direct service and related experience for new hires must be documented prior to determination of salary credit. The following forms of documentation are acceptable for review by the Records Department:

- Service record from previous school employment (required for all service covered by the TEA regulations)
- Contracts/letters of appointment
- Tax returns (for private practice)
- Completed “Verification of Prior Work Experience” Form ([See Appendix C](#)) submitted from previous employers specifying position held, dates of employment, and hours worked

The Compensation Department may request additional documentation as necessary to substantiate prior experience for salary credit. The final decision of acceptance of prior work experience must be approved by the Chief of Human Capital Management, or Executive Director, Human Capital Management (Operations), or the Compensation Department.

The salary credit for Creditable Years of Service (“CYS”)* will be granted upon receipt of an official service record. Applicable salary adjustments will be made effective on the date of hire or date of new assignment honoring CYS*, if the employee provides the official service records within 60 calendar days from the assignment start date; otherwise, the effective date is the date upon which the Records Department receives the official service record. It is the employee's responsibility to provide all official documents to account for their CYS*. Additional service records do not affect the salaries of positions evaluated under the Teacher Excellence Initiative (TEI).

Professional Support Staff

(Counselor, Licensed Psychologist, Licensed Specialist in School Psychology, Educational Diagnostician, Speech Therapist, Visiting Teacher, Social Worker)

Persons new to the District shall be awarded salary step placement for experience in accordance with the following guidelines:

- One year of service credit on schedule will be awarded for each 12-month period of directly related full-time experience in any of the following assignments:
 - Full-time professional employment according to approved TEA regulations; or
 - Any full-time employment in certified or licensed public agencies that provide social services and/or psychosocial treatment for children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.); or
 - Any full-time employment in private practice/private agency employer providing social services and/or psychosocial treatment to children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.)
- Less than full-time related experience in which one year on schedule is awarded for each 24-month period employed in any part-time work in public or

private agencies, or private practice providing social services and/or psychological treatment to children, youth, or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.) Such service will first be converted to full-time equivalent service, i.e., 40 hours per week, for consideration as creditable service.

Career and Technology Education (CATE) Teachers

Beginning with the 1982-83 school year, the Legislature authorized the recognition of work experience as if it were teaching experience, not to exceed two years, with the following limitations: (1) the work experience must have been required for certification; (2) the teacher must have been employed in a CATE position during the 1982-83 school year or thereafter; (3) the work experience is not creditable toward teacher retirement service. If the CATE teacher is reassigned at the direction of the District, the work experience may be retained.

CATE teachers without degrees may be employed for reimbursable career or technological work, provided they possess an appropriate certificate. Positions that require work experience for certification (cooperative vocational teachers and pre-employment teachers) may receive extra degree credit. In the absence of a bachelor's degree, eight years of specifically related work experience will be credited for salary purposes as though a bachelor's degree was held.

Prior work experience, not accredited by the TEA, for which vocational teachers may receive salary credit, should be documented on a statement of qualifications form provided by the Career and Technology Department.

Junior Reserve Officers Training Corps (JROTC)

The Senior Army Instructor (SAI) is the department chairman and chief instructor of the ROTC unit. He or she will be in the rank of Captain, Major, Lieutenant Colonel or Colonel, and possess a college degree from an accredited university. Additionally, they will be certified by Cadet Command in order to be employed by the District.

The Army Instructor (AI) assists, as directed by the SAI, in the instruction of cadets and manages the ROTC unit IAW Army regulations. Army Instructors will be in the grade of E-6 (Staff Sergeant), E-7 (Sergeant First Class), E-8 (Master Sergeant and First Sergeant), or E-9 (Sergeant Major). An AI can be hired to be an SAI if he or she is in the grade of E-8 or higher and holds a college degree from an accredited university. Additionally, he or she must have a certified letter from Cadet Command.

ROTC instructors will be paid on the 195-day teacher salary schedule, or according to active duty Armed Forces pay requirements as advised by the Coordinator - ROTC, if that amount is greater. Both school experience and active duty experience may be counted for local salary credit according to the Subchapter CC. Commissioner's Rules on Creditable Years of Service, §153.1021.

Should the ROTC instructor transfer into a full-time teaching position, military experience will not be allowed unless it meets the TEA guidelines. ROTC personnel will be paid in compliance with active duty Armed Forces pay requirements stated on his/her Military Instructor Pay (MIP) letter of assignment.

Credit for Prior Teacher Assistants

Effective May 5, 2005, a teacher assistant receiving a standard Texas teaching certificate during the 2004-05 academic year, or any subsequent year, must be credited with up to two years of full-time student instruction equivalency for salary increment purposes when employed as a teacher, and it must be verified on the teacher service record (Amendment 19 TAC §153.1021m). One year of teacher salary credit will be given for each creditable year of teacher assistant experience. A maximum of two years will be credited.

Qualifying teacher assistants will be placed at the equivalent pay rate of any other teacher hired with two years of teaching experience.

Creditable Experience for Military Service

Employees, who were actively engaged in teaching, either in the Dallas ISD or another school system, prior to serving in the armed services during a time of war on a military leave of absence, shall be given salary credit for their military service, according to the TEA rules, as though it were an uninterrupted teaching experience.

Military experience will be allowed according to the TEA rules for career and technology teachers, as well. Total allowable experience will be applied to step and salary according to the teacher salary schedule and formula for step placement in the Salary Handbook, but military experience will not be included in official service records unless it meets the TEA guidelines for creditable experience.

School Nurse

Staff nurses shall receive one year of service credit for each year of professional school district nursing experience as approved by the TEA guidelines. Newly employed staff nurses shall be given credit for work experience in a hospital, private medical practice, community health practice that includes assignment to a community health agency, industrial nursing, or an out-patient clinic which involves family contact. Newly employed staff nurses shall not receive credit for work experience acquired during the contract period for the current work year, until after that contract period has ended. Such credit shall be given on the basis of one year for every year of approved experience, as long as a Work Experience Verification Form is presented to the Records Department. (**NOTE:** All final interpretations are subject to the TEA regulations.)

Highly Qualified Teacher Assistants and Bilingual/Deaf Education Paraprofessionals

To be considered Highly Qualified and to comply with the No Child Left Behind Act, Teacher Assistants and Bilingual/Deaf Education Paraprofessionals need to: A) have an Associate Degree; or B) have at least 48 hours of college credit; or C) pass the Dallas ISD Highly Qualified Teacher Assistant Academic Assessment Test administered by the Professional Development and Staff Training Department; and D) have an Educational Aide certificate.

Salary Adjustments

Annual Pay Adjustments

The Superintendent of Schools or designee may propose annual employee pay adjustments as part of the approved District's budget approval process and in accordance with the Compensation Guidelines.

The Superintendent of Schools is allowed to make necessary salary adjustments as seen fit throughout the school year.

To receive a general pay increase, an employee must be in a paid status or on an approved leave of absence at the time of issuance of the first payroll reflecting the pay increase.

Below are employees not eligible for the 2015-2016 Annual Pay Adjustment.

- Employees in positions with preset salaries. (Ex. Principal Fellows and Guest Teachers)
- New hire employees in the following groups hired after June 3, 2015.
 - o Central Staff 226 days
 - o Maintenance 260 days
 - o Security 235 days
- Campus support staff not active as of June 5, 2015.

Approvals for Individual Salary Changes

All salary changes must be approved by the Compensation Department in collaboration with the employee's supervisor, and within the Board-approved budget. Any exceptions to the current guidelines must be documented and approved.

Request for additional pay for New Hires, Promotion or Demotion:

Hiring Managers should consult with the Compensation Department on additional pay request. If the amount requested is within the established guidelines, compensation will consider the requested amount based on internal and external factors. If the amount is outside of the current established guidelines, an approval must be given from the division or department Executive Director. The approval from the Executive Director is then

submitted to the Executive Director, Human Capital Management Operations for final approval.

Request for Compensation Review:

Compensation Review Form (CRF): <http://www.dallasisd.org/Page/2151>

Compensation reviews are held biannually, January and July of each year. CRFs are due by the first of the month in which reviews are conducted.

To be eligible for a compensation review, the employee must:

- Not have a salary more than 5% above the midpoint of their respective pay grade.
- Not have been hired to Dallas ISD within the past 12 months.
- Have the support of their supervisor, as all requests should be warranted, approved by supervisor and submitted through Executive Director of the division with clear indication of the rationale for the increase. Approval must also be granted by Division Chief.
- Not have more than 2 incumbents in the department submit a Compensation Review Form, these will be reassigned to the Department Review Process.

Compensation Department will perform the market analysis and make recommendation.

Compensation Review Committee will meet biannually to review the requests. Approved requests will be communicated to immediate supervisor and facilitated by the Compensation department.

All adjustments will be effective the first day of the month following the Compensation Review Committee meeting. Approved requests will be based on budgetary amounts.

Executive Director level and above are not eligible for the Compensation Review process.

If the Department has had a Departmental Review implemented within 12 months of the submission date for the CRF, the employee will not be eligible for the CRF (assuming their employee group was reviewed).

If the Department has a Departmental Review scheduled the employee would not be eligible for the CRF (assuming their employee group will be reviewed).

Request for Department Review:

Department Review Form (DRF): <http://www.dallasisd.org/Page/2151>

Department reviews are held annually, in conjunction with the budget process. DRFs are due by October 1st. Department Review findings are presented to the Compensation Review Committee during the January committee meeting.

- All requests should be warranted, and initiated by department head. It should then be approved by the Executive Director and Chief of the division. Request should clearly indicate the rationale for the review. Retention and/or recruitment issues should be noted.
- Departmental requests should be initiated by the head of the department.
- All recommended adjustments should be included in the Departments budget development process.
- Adjustments will be effective July 1, or the first month following Board approval of the following year's budget.
- Compensation Department will perform the market analysis and make recommendations.
- Departments are responsible for covering the costs of any proposed recommendations.

Promotion Adjustments

*Promotion** is defined as movement to a job in a pay range with a midpoint that is greater than the midpoint of the previous job's pay range. The number of contract days or applicable district calendar days of both positions will be considered. Promotional salary increases for all employees shall be applied to the employee's daily or hourly rate of pay. The amount of the increase to the daily rate should be up to the greater of:

1. Five percent of the employee's current daily rate; or
2. The minimum amount of the new *salary range**; or
3. An amount determined by the Compensation Department taking into consideration the job's external market comparisons and the employee's related experience compared to peers with similar responsibilities in similar roles.

Any *promotion** which would result in a 15% or greater increase to an employee's daily rate is subject to approval by the department Executive Director and the Manager, Compensation, and the Executive Director, Human Capital Management (Operations), or the Chief of Human Capital Management.

In cases in which promotions occur at the beginning of the school year and the promotional increase coincides with any annual salary increase authorized by the Board of Trustees, the annual increase shall be applied to the employee's new salary (after the promotional increase).

Demotion Adjustments

*Demotion** is defined as movement to a job in a pay range with a midpoint that is less than the midpoint of the previous job's pay range. The number of contract days or appropriate district calendar days of both positions will be considered. In the event of a demotion that results in a reduction in compensation, an employee's daily or hourly rate should be reduced by the greater of:

1. Five percent of the employee's current daily rate; or
2. The amount required to equal the median salary of other peer job incumbents in the department, or
3. An amount determined by the Compensation Department taking into consideration the job's market data and the employee's related experience compared to peers in the new job.

Any demotion which would result in a 15% or greater decrease to an employee's daily rate is subject to approval by the Manager, Compensation or the Executive Director, Human Capital Management (Operations), or the Chief of Human Capital Management.

An administrative decision to reassign an employee to a lower grade level position must be accompanied by a letter of assignment signed by the Executive Director, Human Capital Management (Operations), or the Chief of Human Capital Management. The letter shall clearly state the conditions under which the employee is reassigned, and whether there will be a reduction in current compensation.

Salaries that are frozen following a demotion can only be maintained for the duration of the employee's contract or for the duration of the current school year. If the employee remains in the lower level job assignment after a new school year starts, their salary will be adjusted according to the Dallas ISD compensation guidelines.

Lateral Transfer

Lateral transfer is defined as movement to another job with equal responsibilities. In most cases, lateral transfers are not eligible for salary increases, except for adjustments required to reflect the work calendar days of the new job.

A peer equity adjustment may be given for lateral transfers when the salaries of peer employees significantly exceed the salary of the new employee in the department. Any adjustment that exceeds 5% must be approved by the Executive Director, Human Capital Management Operations.

Transfers between Pay Groups

The compensation structure and placement guidelines for each employee pay group are unique and not interchangeable. For example, teachers may qualify for supplemental pay that would not transfer with the teacher to an administrative position. The Compensation Department will determine the equivalent grade and base salary when an employee transfer occurs between different pay groups. The compensation for employees who transfer from a job on a salary range or step schedule to a job on a different schedule will be determined solely within the guidelines for the new position.

With transfers from 226-day and 235-day central staff positions to campus positions there is an overlap in the calendars. Campus position contract dates begin in July or August of each year and end the following June, but the central staff contract dates begin on September 1 of each year and end on August 31 of each year. Because of this, the school year in which the employee transfers from central staff to a campus position, their number of days for pay will be reduced for that year. They will either not be able to complete and be paid for all of their contract days in the central staff position they are leaving, or they will not be able to be paid for all of the days in their new campus position. A dollar amount estimate of the reduction in pay for this type of transfer can be provided by the Payroll Department.

Transfer from Central Staff Positions to TEI Positions

Employees moving to a Teacher position evaluated under TEI will be assigned a new salary based upon multiple factors including the TEI incoming teacher compensation plan; district policies of: promotion, demotion, lateral transfers; and the employee's current salary.

Back Pay

The amount owed due to an error or discrepancy; this is the difference between what the employee was paid and the amount he or she should have been paid. An employee must present the issue in six months of the error having occurred. When an error is discovered, the error will be corrected for the current year, and the previous year. For positions evaluated under TEI, discrepancies regarding CYS or degree level must be resolved prior to the first payout of TEI (October 2015). Any CYS or degree level changes discovered after October 2015 will not affect the current salary, and back pay will not be due.

Fund Recovery

In the event that an error is discovered regarding an employees' salary. The error will be corrected retroactively to the beginning of the corresponding semester and going forward. Employees may work with the Payroll Department regarding repayment plans.

Teacher Excellence Initiative (TEI)

TEI is a reliable and accurate evaluation system that provides the opportunity to align teacher compensation with student learning and growth. In doing so, the District may improve its ability to attract, develop, and retain effective teachers.

A well-designed strategic compensation system clearly outlines what the organization values. Inextricably linked to the evaluation system, an effective compensation system supports the evaluation system's focus on effective teaching, defined through teacher performance, student perceptions, and student achievement. An effective system places a premium on results and rewards teachers accordingly. It also:

- Supports the recruitment and retention of highly motivated and effective teachers.
- Differentiates salaries to reward teachers who perform well and raise student achievement results.
- Enables the organization to shift compensation from factors that have questionable impact on student achievement to those that do.
- Rewards professionalism and leadership.

The Teacher Excellence Initiative eliminates the traditional teacher salary schedule and replaces it with a compensation system based on nine effectiveness levels.

Novice	Prog I	Prog II	Prof I	Prof II	Prof III	Exemp I	Exemp II	Master
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Dallas ISD's strategic compensation plan gives teachers overall, and especially those who prove to be effective, the opportunity to significantly increase their salaries in shorter spans of time.

Definitions

The following definitions will be useful in understanding the compensation proposal:

- **TEI (Teacher Excellence Initiative):** the District's name for the new teacher evaluation system.
- **Metrics:** performance measurements or measurable outcomes used to assess teacher effectiveness. There are three type of metrics used in the TEI plan:
 - **Teacher performance metrics**— those measure indicates teachers are evaluated on receive feedback on: how a teacher prepares lessons; how a teacher delivers instructions; how a teacher develops classroom culture; how a teacher grows as a professional.
 - **Student achievement metrics** – how a student grows and performs on multiple tests; school growth and performance on state standardized tests;

teacher determined measure of student growth (Student Learning Objective).

- **Student experience metrics** – students complete research-based age appropriate surveys available in English and Spanish that ask about teacher actions that impact student achievement.
- **Annual evaluation rating:** the overall assessment of a teacher’s effectiveness based on the teacher’s performance and achievement metrics **during one year**. A teacher receives an evaluation rating annually. It is possible for an annual evaluation rating to be lower than the overall effectiveness level.
- **Overall effectiveness level:** the effectiveness level on the TEI scale to which a teacher will be assigned based on the average of the last two annual evaluation ratings.
- **Compensation level:** the effectiveness level at which a teacher is paid. The compensation level will usually match the overall effectiveness level. However, if a teacher’s effectiveness level declines, he may be compensated at a higher level since his effectiveness must decline three years in a row before his compensation is decreased by one level.

Other TEI notes and parameters:

- The new compensation plan will start at the beginning of the 2015-2016 school year. Teachers getting an increase will receive the higher compensation starting in October 2015, retroactive to the employee contract start date.
- No teacher will receive a lower total compensation than his 2014-2015 salary.
- A teacher must be present at the school at least six months before an evaluation rating can advance him/her to the next effectiveness level. This parameter applies for mid-year hires.
- For the first two years of compensation plan, no one may receive total compensation increase greater than \$5,000 per year.
- After 3 years in a row of less than expected performance (based on effectiveness level), a teacher may be moved to the next lower level.
- Teachers receiving an unsatisfactory rating may not be eligible for an increase in salary.

Principal Excellence Initiative

Principals in Dallas ISD were evaluated under a new system in the 2012-2013 school year. The principal evaluation system ties evaluations to student achievement results and performance metrics. The rigorous evaluation system differentiated principal evaluations, allowing the District to determine the actual effectiveness of school leaders.

The differentiated system allows the District to support principals in a more targeted manner. A principals who is “progressing” requires more and different support than a distinguished principal, whose school is raising the quality of instruction and student achievement results.

A rigorous evaluation system that differentiates effectiveness provides the District with an opportunity to use the evaluation system to retain and recruit highly effective principals. By differentiating compensation based on effectiveness and by ensuring that the District’s salaries are competitive, highly effective principals will be drawn to the District and the most effective principals who are already employed by the District will most likely stay in the District.

Definitions

The following definitions will be useful in understanding the compensation proposal:

- **PEI (Principal Excellence Initiative):** the District’s name for the new evaluation system. The name mirrors the Teacher Excellence Initiative, which is the proposal for the teacher evaluation system.
- **Metrics:** performance measurements or measurable outcomes used to assess principal effectiveness. There are three types of metrics used in the principal PEI plan:
 - **Performance metrics** – those measurable indicators that describe how well a principal does his job. They focus on leadership, developing staff, and improving the quality of instruction. Sixty percent of a principal’s annual evaluation is based on performance metrics; the other forty percent is based on student achievement results.
 - **Student achievement metrics** – student achievement results related to proficiency levels, academic growth, and student performance on District and state common assessments.
 - **Progress-monitoring metrics** – performance measurements that are assessed during the year and that are aligned with the other metrics. These metrics provide feedback to principals and help them gauge their progress.
- **Annual evaluation rating:** the overall assessment of a principal’s effectiveness based on the principal’s performance and achievement metrics during one year.

A principal receives an evaluation rating annually. It is possible for an annual evaluation rating to be lower than the overall effectiveness level.

- **Overall effectiveness level:** the effectiveness level on the PEI scale to which a principal will be assigned based on the average of the last two annual evaluation ratings. There are seven effectiveness level.

Novice	Prog I	Prog II	Prog III	Prof I	Prof II	Prof III	Exem
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- **Compensation level:** the effectiveness level at which a principal is paid. The compensation level will usually match the overall effectiveness level. However, if a principal's effectiveness level declines, he may be compensated at a higher level since his effectiveness must decline three years in a row before his compensation is decreased by one level.
- **Principal performance rubric:** the evaluation *instrument* that outlines principal performance standards. The rubric accounts for the largest part of the assessment of a principal's performance.

Other notes and parameters

- At the end of a new principal's first year, his evaluation rating will be his effectiveness level. However, the initial placement is important because a person can only advance one level at a time.
- The new compensation plan started at the beginning of the 2014-2015 school year. Principals getting an increase received the higher compensation in September 2014.
- No principal will receive a lower total compensation than his 2013-2014 base salary.
- A principal must be present at the school at least six months before an evaluation rating can advance him/her to the next effectiveness level. This parameter applies for mid-year hires.
- For the first two years of compensation plan, no one may receive total compensation increase greater than \$10,000, per year.
- After 3 years in a row of less than expected performance (based on effectiveness level), a principal may be moved to the next lower level.
- Principals of K-8 or 6-12 schools will receive the compensation associated with the higher of the two grade levels. School size will be determined by the total school enrollment.

- Principals receiving an unsatisfactory rating may not be eligible for an increase in base salary.

Appendix A: Dallas ISD Historical Compensation Exceptions

- 1. Career Ladder:** For those employees under the salary schedule for Teachers, Related Instructional and Professional Support who had Career Ladder (Level II \$1,500 or Level III \$3,000) back in the 1999-2000 school year, their Career Ladder was added to their 1999-2000 annual base salary to determine the 2000-2001 Board approved salary increase in the 2000-2001 15 step compressed salary schedule. This decision had the effect of placing those employees in higher steps than their corresponding creditable years of service (See the Compensation Book for 2000-2001 school years).
- 2. Career and Technology/Vocational Teachers:** Based on recruitment needs for these type of employees, the Dallas ISD offered to recognize up to seven (7) years of practical business related experience (first two years one for one year, and thereafter one year for every two). As of the 2001-2002 school year, the recognition of such experience was strictly based on the Texas Education Code for recognition of Creditable Years of Service for Vocational teachers that only grants two years (See Texas Education Code).
- 3. ROTC High School Instructors:** The recognition of Creditable Years of Service was using the same criteria mentioned for Vocational teachers, and additionally, they were also granted the next degree level to the one they actually had (this practice was also stopped by the 2001-2002 school year), and the annual base salary is always the higher of the Dallas ISD salary and step that is closest to the ROTC military level or the Dallas ISD approved increase (See ROTC Grievance decision).
- 4. Longevity:** For those employees receiving Longevity pay in the 2007-2008 school year, the Board approved salaries for the 2008-2009 school year were determined by adding to their 2007-2008 base annual salary, the higher of the Board approved increase (step up salary on the 2007-2008 salary schedule) or the Longevity. As a result of this decision, their salaries are out of step in reference to the 2008-2009 salary schedules, and until future salary increases exceed their 2008-2009 salary, will continue receiving such salary (See Board document of June 26, 2008). This Board decision has been over ruled by the Board approved decision of August 27, 2009 that granted a salary increase for these employees giving them the difference to their next 09-10 step, plus \$851 WADA calculated amount. If the new 09-10 was still lower than their 08-09 salary, then they received only \$851 of WADA.
- 5. Retired/Rehired TRS Subsidy:** Effective April 27, 2006, the Dallas ISD Board of Trustees adopted a provision which states that any person who retired with TRS after September 1, 2005 and is rehired in a non-teaching position or as a teacher in a non-critical shortage area will be compensated at 85% of their salary. Retirees who are hired in non-covered TRS positions, like substitutes and in positions less than half time, are not subject to the adjusted compensation of 85% of their salary. Critical shortage areas are Bilingual, Secondary Math (7 -12), Secondary Science (7-12), Special Education, and languages other than English.
- 6. New hires who did not work 90 days for a full Creditable Year of Service:** Employees who did not have a complete CYS* were granted a Board approved

increase because the Board did not specifically limit the increase to those with a complete *CYS** by having worked at the District for at least 90 days the previous school year (See Board document of June 26, 2008).

A

Ability to Pay

The ability of an organization to pay a given level of wages or to fund a wage increase while remaining profitable. A frequent issue in union contract negotiations.

Across-the-Board Increase/Decrease (“ATB”)

An identical pay raise/decrease – either in a flat rate such as cents per hour or as a percentage of salary – given to a defined group of eligible employees.

B

Back Pay

The difference between what the employee was paid and the amount he or she should have been paid and is owed due to an error, or discrepancy.

Base Pay

The fixed compensation paid to an employee for performing specific job responsibilities. It is typically paid as a monthly salary or hourly rate.

Base Rate

The hourly rate or salary paid for a job performed. It does not include shift differentials, stipends, benefits, overtime, incentive premiums, or any pay element other than the base rate.

Benchmark Job

A job commonly found in the marketplace which is used as a reference point for making pay comparisons. Pay data for these jobs are readily available in published surveys. Benchmark jobs are found in other organizations, have job specifications that relate to what, why and how work is done on a consistent level, and are fairly stable over time with respect to job content.

C

Common Review Date

The date on which all (or a group of) employees receive pay increases. For example, an organization may implement increases for all employees on April 1; employees hired off cycle usually receive prorated increases. Also known as focal point review date.

Compa-ratio

The ratio of the employee’s actual pay rate (numerator) to the midpoint of their pay range (denominator). Compa-ratios are used primarily to measure and monitor an employee’s actual rate of pay to the midpoint of their range. A compa-ratio can be calculated for a group, a department or an entire organization. (*Also, see Market Compa-ratio*).

Compensable Factor

Any factor used to assess the value of job content in a job evaluation method. Typical compensable factors are knowledge and skill, problem solving, decision making, impact, accountability, and communication skills.

Compensation

Cash provided by an employer to an employee for services rendered. Compensation is comprised of elements of pay such as base pay, variable pay, stock, etc. that an employer offers an employee in return for their services.

Compensation Cost

The total cost to the organization, including the unrealized or unknown future cost effects of today's compensation decisions regarding the total compensation program. Included are base pay, incentive opportunities, benefits costs and liabilities, perquisite costs, time-off programs (vacations, sick pay, etc.)

Compensation Philosophy

The principles that guide the design, implementation, and administration of compensation program at an organization. The strategy ensures that a compensation program supports the organization's mission, goals and business objectives. The philosophy ensures that a compensation program supports an organization's culture.

Compensation System

A system of components developed to maintain internal and external equity between employees, including but not limited to job descriptions, job analysis, job evaluations, pay structures, salary surveys, and policies and regulations.

Competency

A behavior, attribute or skill that is a predictor of personal success.

Competitive Pay Policy

The strategic decision of an organization makes about which labor markets to use as comparison groups and how to set pay levels with respect to those groups. After choosing the comparison group, the organization must decide its market position with respect to the group.

Compression

Pay differentials too small to be considered equitable. The term may apply to differences between (1) the pay of supervisors and subordinates, (2) the pay of experienced and newly hired personnel of the same job, and (3) pay-range midpoints in successive job grades or related grades across pay structures.

CYS

Creditable years of service. An employee receives a creditable year of service credit after completing the equivalent of a minimum of 90 working days in a school year.

D

Demotion

Movement to a job in a pay range with a midpoint that is less than the midpoint of the previous job's pay range. Demotions may be the result of poor performance, a re-organization or re-engineering, or an employee request.

Downgrading

The movement of a job to a lower job grade and pay range within a pay structure.

Downsizing

Reducing the size of the work force.

E

Exempt Employees

Employees who are exempt from the Fair Labor Standards Act of 1938 (FLSA) minimum wage and overtime provisions due to the type of duties performed.

External Equity

A standard that fairly establishes pay levels that correspond to each job's relative value compared to that of its labor market competitors, as determined by market pricing.

F

Fair Labor Standards Act (FLSA)

A federal law passed on 1938 governing minimum wage, overtime pay, child labor, and record-keeping requirements.

FTE

Full-time equivalent. A 100% FTE is 40 hours per week.

G

Grade (Salary or Pay Grade)

A group of jobs of the same or similar value, used for compensation purposes. All jobs in a (salary) grade have the same salary range: minimum, midpoint, and maximum.

H

Hourly

The rate of pay per hour for a job being performed. An "hourly" worker may be assigned to various rated jobs during any pay period and is paid the "rate" applicable to each job while working on it. The term hourly also is used to distinguish between nonexempt and exempt employees, even though so-

called hourly or nonexempt employees often are paid on a salaried basis.

I

Internal Equity

A standard that fairly establishes pay levels that correspond to each job's relative value within Dallas ISD.

J

Job

The total collection of tasks, duties and responsibilities assigned to one or more individuals whose work has the same nature and level. Also called a position.

Job Analysis

The systematic, formal study of the duties and responsibilities that comprise job content. The process seeks to obtain important and relevant information about the nature and level of the work performed and the specifications required for an incumbent to perform the job at a competent level.

Job Analysis Interview

A method for gathering information about a job by conducting a question-and-answer session with a person who is knowledgeable about that job.

Job Description

A document that outlines the most important features of the job including the major responsibilities, physical conditions, work environment and the skills, experience, and education required to perform the job duties. A job description should describe and focus on the job itself and not on any specific individual who might fill the job.

Job Evaluation

A systematic approach to comparing different jobs within an organization for the purpose of determining relative value. Job evaluation is conducted using a defined set of compensable factors that are linked to compensation.

Job Family

A group of jobs having the same nature of work (e.g., engineering) but requiring different levels of skill, effort, responsibility or working conditions (e.g., entry-level vs. senior engineer).

Job Grade

One of the classes, levels or groups into which jobs of the same or similar value are grouped for compensation purposes. Usually, all jobs in a grade have the same pay range; minimum, midpoint, and maximum. However, sometimes different jobs in the same pay grade have different pay ranges, due to market conditions for some of the jobs.

Job Responsibility

One or a group of duties that identifies and describes the major purpose or reason for the existence of the job.

Job Title

A label for a job that uniquely identifies it. Job titles should describe the nature and level of work performed.

M

Market Compa-ratio

The ratio of internal pay to competitive pay for a company, group or individual, calculated by dividing the internal weighted average pay by the related market weighted average pay.

Market Pricing

A process that sets the pay range for a job as determined by what other

organizations pay employees performing a similar job. To assign a range to a position, at least two market data sources are used. Consideration is given to variations in: 1) industry, 2) range of responsibilities, 3) complexity of the organization, and 4) size of the organization.

Market Rate

The employer's best estimate of the wage rate that is prevailing in the external labor market for a given job or occupation.

Mean

A simple arithmetic average obtained by adding a set of numbers and then dividing the sum by the number of items in the set.

Median

The middle item in a set of ranked data points containing an odd number of items. When an even number of items are ranked, the average of the two middle items is the median.

Merit Based Compensation

Salary adjustments to an individual's pay that is based on performance as measured through a performance appraisal.

Merit Rating

A method for appraising the performance of an employee with respect to their job. It frequently serves as a basis for making pay adjustments, promotion decisions, or work reassignments.

Midpoint

The salary that represents the middle of a given salary range or pay grade.

Minimum Wage

The lowest allowable hourly pay level for most Americans, established by Congress as part of the Fair Labor Standards Act (FLSA). Some states have laws that mandate higher minimum wages for some employees.

N

Nonexempt employees

Employees who are not exempt from the minimum wage and overtime pay provisions of the Fair Labor Standards Act of 1938 (FLSA).

O

Overtime

Under the Fair Labor Standards Act of 1938 (FLSA), nonexempt employees must be paid one-and-a-half times their normal wage rates for all hours worked in excess of 40 in any work week.

P

Performance Appraisal

A system to determine how well an employee has performed during a period of time, frequently used as a basis for determining merit increases.

Performance Management

A managerial process that consists of planning performance, managing performance (through observation and feedback), improving performance through development, appraising performance and rewarding performance.

Promotion

Movement to a job in a pay range with a midpoint that is greater than the midpoint of the previous job's pay range.

R

Red Circle Rate

An employee pay rate that is above the established range maximum assigned to the job grade. The employee is usually not eligible for further base pay increases until the range maximum surpasses the individual pay rate.

S

Salary Budget

An amount or pool of money allocated for payment of salaries during a specified period. Salary budgets must be taken into account when planning structure adjustments or individual employee adjustments.

Salary Grade

A group of jobs of the same or similar value, used for compensation purposes. All jobs in a salary grade have the same salary range: minimum, midpoint, and maximum.

Salary Range

The market rates of pay, from minimum to maximum, established for a pay grade based on Market salary surveys.

Salary Structure

The hierarchy of job grades and pay ranges established within an organization. The salary structure may be expressed in terms of job grades, job-evaluation points or policy lines.

Salary Survey

Published data on wages and salaries paid by other employers for benchmark jobs.

Step Rates

Standard progression pay rates that are established within a pay range. Step

rates usually are a function of time in grade and are often referred to as automatic. However, they also can be variable or can be used in conjunction with merit programs.

T

Total Compensation

The yearly total amount paid to an employee in base salary, benefits, and supplemental earnings.

APPENDIX C (Forms)

Job Analysis Questionnaire Form

Click on the following link to access the Compensation Review Form:

<http://www.dallasisd.org/Page/2151>

Compensation Review Form

Click on the following link to access the Compensation Review Form:

<http://www.dallasisd.org/Page/2151>

Department Review Form

Click on the following link to access the Department Review Form:

<http://www.dallasisd.org/Page/2151>

Rationale to Create a New Position Form

Click on the following link to access the Rationale to Create a New Position form:

http://inet/forms/hr_docs/RationaletoCreateorModifyPosition.pdf

Verification of Prior Work Experience Form

Click on the following link to access the Verification of Prior Work Experience Form:

[LINK WILL BE PLACED HERE](#)