



# COMPENSATION RESOURCE BOOK

## HUMAN CAPITAL MANAGEMENT

2012-2013

# Compensation Guidelines

# **COMPENSATION GUIDELINES**

**2012-2013 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.

*2012 – 2013 School Year  
September 1, 2012*

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## Dallas ISD Compensation Plan and Philosophy

The Dallas Independent School District's compensation philosophy\* 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, engages, 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\** (\* See Compensation Glossary) is designed to attract, engage, and retain high performing personnel needed to accomplish the District's goals. Dallas ISD compensation plans include wage and 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 pay 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](http://dallasisd.org)).

There are four major categories of employee salary schedules in the Dallas ISD:

- Teachers, Related Instructional and Professional Support Employees
- Campus Leadership
- Central Staff
- 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.

## **Compensation Roles and Responsibilities**

### **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, engage and motivate highly qualified employees
4. Strategizing and consulting with senior leadership to educate employees and bring about culture change related to compensation programs
5. Continually evaluate 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 on 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, considering:
    - 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, or the Chief Human Capital Management Officer

## **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 Superintendent of Schools. 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.

### **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 review 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 Director 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 grade equity, and the District's compensation plan.



- The Compensation Department will submit the job evaluation results and a written rationale and recommendation to the Executive Director, Human Capital Management, who will approve or disapprove the recommendation.

The supervisor may request an appeal of the decision through their Division Chief to the Chief Human Capital Management Officer. The decision of the Chief Human Capital Officer or the Superintendent of Schools will not be subject to further appeal.

## **Hiring Rates**

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

The salaries of newly hired 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.

### **Supplemental Earnings**

Supplemental compensation is available to employees who qualify or who take on additional responsibilities for the District or who serve in a job or position for which the District has assigned supplemental earnings. An employee may qualify for supplemental earnings without necessarily taking on additional responsibilities. For example, there could be a supplemental earnings program for a critical needs or hard to fill position. Supplemental payments are not included in salary calculations used for determination of TRS benefits, unless otherwise specified. A summary of supplemental earnings provided by the Dallas ISD is included in the Supplemental Earnings Handbook.

### **Athletic Coach/Teacher**

Coaches/teachers shall be paid the teachers' scheduled salary for the number of days authorized plus supplemental earnings specified in the Supplemental Earnings Handbook.

## Campus Leadership and Central Staff

Hire 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 with similar responsibilities or at similar pay grades within Dallas ISD. Human Capital Management will communicate starting rates to the hiring supervisor for new employees. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Chief Capital Management Officer or designee (Executive Director, Human Capital Management) 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 <b>actual pay</b> of employees in the job: \$67,000</p> <p>Candidate has <b>little or no related</b> experience than peers, consider a hiring rate ranging from \$44,000 to \$52,000</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 <b>actual pay</b> of employees in the job: \$67,000</p> <p>Candidate has a <b>significant amount of related work experience</b>, consider a hiring rate ranging from \$60,000 to \$70,000</p>

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

## **Returning Employees**

Former Dallas ISD employees who return to the District will be placed at the appropriate pay level for the position into 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 hiring supervisor. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Chief Human Capital Management Officer or designee (Executive Director, Human Capital Management) 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 compensation is available to employees for additional safety protection equipment (body armor) for school police and patrol officers' positions in the Police and Security Services. (See 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 Section) 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 Human Capital Management Officer, or designee (Executive Director, Human Capital Management).

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.

## Advanced Degree Stipends

Beginning with the 2012-13 school year, salaries for new-hire teachers, related instructional, and professional support employees will be paid on the Bachelor's degree salary schedule. In addition to their salary, those who have an advanced degree will receive an advanced degree stipend of \$1,000.00. For employees who are in "split" positions will receive the Advanced Degree stipend according to the percent of their FTE that is assigned to a qualifying position.

The advanced degree stipend procedures also apply to incumbents who move into a teaching, related instructional, or professional support position for the 2012-13 school year, but were not previously paid on the teacher, related instructional, or professional support salary step schedules.

Incumbents who were paid on the teacher, related instructional, or professional support salary step schedule at the end of the 2011-12 school year will continue to be paid on the appropriate Bachelor's, Master's, or Doctorate degree salary step schedule.

### **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 JROTC 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 JROTC 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.

JROTC 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 - JROTC, 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 JROTC instructor transfer into a full-time teaching position, military experience will not be allowed unless it meets the TEA guidelines. JROTC 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; or 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.

### **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 by the Chief Human Capital Management Officer or designee (Executive Director, Human Capital Management). Any previous exceptions or grandfathering granted to specific employee(s) are included in the List of Dallas ISD Historical Compensation Exceptions at the end of these guidelines [\(See Appendix A\)](#).

### **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 in step or range structures 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 Director, Compensation, or the Executive Director, Human Capital Management, or the Chief Human Capital Management Officer.

Increases will be adjusted to the next highest step for employees on step schedules.

In cases in which promotions occur at the beginning of the school year and the promotional increase coincides with any general salary increase authorized by the Board of Trustees, the general 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.

Decreases will be adjusted to the next lowest step for the employees on a step schedule. Any demotion which would result in a 15% or greater decrease to an employee's daily rate is subject to approval by the Director, Compensation or the Executive Director, Human Capital Management, or the Chief Human Capital Management Officer.

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, or the Chief Human Capital Management Officer. 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.

### **Transfers between Pay Groups**

The compensation structure and placement guidelines for each employee pay group are unique and not transferable to other positions into which an employee might transfer. For example, teachers may qualify 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 salary range or step schedule to a job on a different schedule will be determined solely within the guidelines for the new position.

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 Sept. 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.

## 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 a firm 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

### **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***

The (re)assignment of an employee to a job in a lower position in the organization's job worth hierarchy. 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 (Pay Grade)***

One of the levels or groups into which jobs of the same or similar value is grouped into the same salary range.

## **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 formal process used to develop a job hierarchy within an organization in order to determine the relative value of jobs.

**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***

The reassignment of an employee to a job in a higher pay grade or range in the organization's job worth hierarchy.

## 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***

The gathering of 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)**

### **Compensation Review Form**

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

[Compensation Review Form](#)

### **Rationale to Create a New Position Form**

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

[Rationale to Create a New Position Form](#)

### **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](#)