



# Human Resources Department Systems Report

January 19, 2012

## System Description

 <b>Human Resources Department Plan on a Page</b> <b>2011-2012</b> 	
<b>District Mission Statement</b>	<b>Department Mission Statement</b>
<p>The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.</p>	<p>The mission of the Human Resources department is to provide, monitor, and continuously improve human resources processes that foster a climate which attracts and retains highly-qualified, engaged, and satisfied employees to fulfill the mission of the district.</p>
<b>District Motto</b>	<b>Department Motto</b>
Your Child: Our Mission	Committed to Service
<b>Vision Statement</b>	<b>Department Vision Statement</b>
WISD will be the world-class district of choice.	To employ and retain world-class employees
<b>Value Statements</b>	
<ul style="list-style-type: none"> <li>• We value and respect all students, employees, parents, partners, and our community.</li> <li>• We demonstrate visionary leadership.</li> <li>• We engage in and promote personal and organizational learning.</li> <li>• We make data-driven decisions.</li> <li>• We practice ethical behavior and personal integrity.</li> </ul>	
<b>District Goals</b>	
<ol style="list-style-type: none"> <li>1. Focus on Student Success</li> <li>2. Focus on Students, Parents, and Communities</li> <li>3. Focus on Operational Excellence</li> <li>4. Focus on Employees and Organizational Development</li> <li>5. Focus on Stewardship</li> </ol>	
<b>District Strategies</b> (Deployed from WISD Strategic Plan)	<b>Department Operational Goals</b>
<p>4.1.2 Provide leadership, training and educational opportunities for all staff.</p> <p>4.2.1 Develop, communicate, and deploy profiles of “success” for all employee groups.</p> <p>4.5.1 Create an environment to attract and retain an engaged workforce.</p>	<ol style="list-style-type: none"> <li>1. Promote and maintain a climate which enhances employee satisfaction.</li> <li>2. Define and deploy key human resources processes.</li> <li>3. Maintain compliance with all NCLB requirements as they relate to Human Resources.</li> </ol>

**Policies:**

The scope of services and legal requirements of the Human Resources department are addressed in the D series of board policy. In addition, the department references appropriate citations in the Texas Education Code and the Texas Administrative Code. Based upon board policy and legal guidelines, the Human Resources has developed a variety of processes to assist prospective employees and current employees with their employment needs as well as processes to address the daily operations of the department.

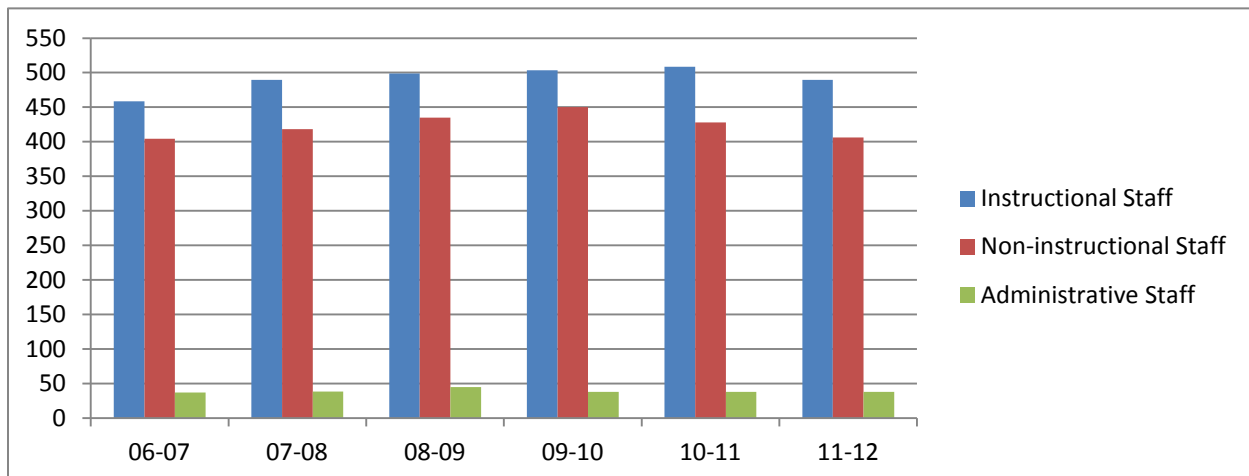
**District Staff Served:**

The Human Resources department is responsible for the oversight of over 930 district-wide staff that is broken down into the following categories: (figures based upon the District’s October 2011 PEIMS submission and are reported in full time equivalents or FTEs)

**2011 – 2012 District Staffing**

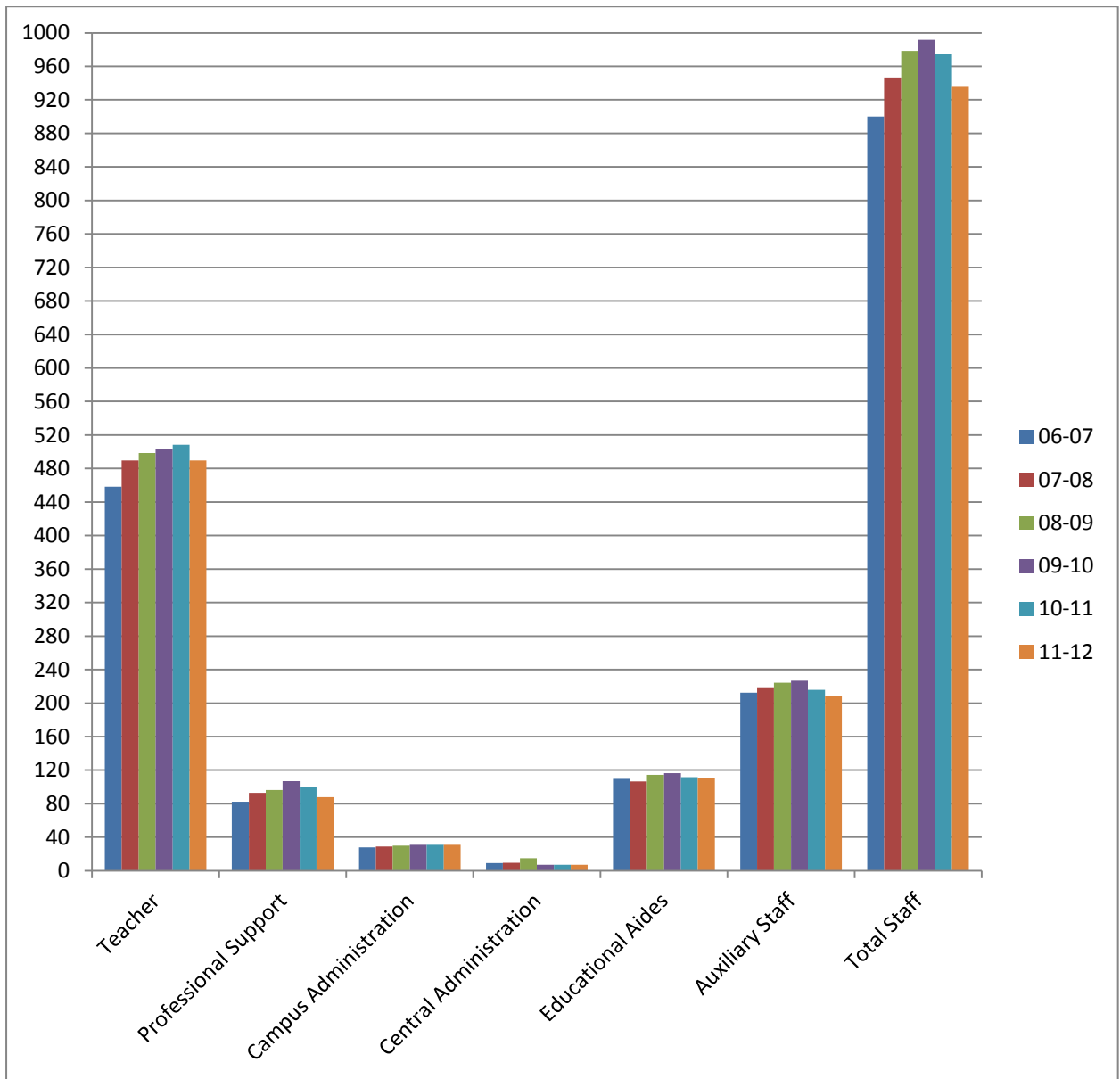
<b>Employee Group</b>	<b>#</b>	<b>% of total staff</b>
Teacher	489.7	52.3%
Professional Support Staff	88.7	9.5%
Campus Administrators	31.0	3.3%
Central Office Administrators	7.0	0.8%
Educational Aides	110.6	11.8%
Auxiliary Staff	208.0	22.3%
<b>Total</b>	<b>935.6</b>	

Within the past several years much attention has been given to the ratio of instructional personnel to administrative and non-instructional personnel within districts across the state. Over the past six years, WISD has kept administrative cost down while placing the emphasis on classroom instruction. The following graph provides a comparison of instruction staff (classroom teachers) to non-instructional staff (clerical, paraprofessional staff, professional support, custodial, manual trades, and child nutrition) and administrative staff.



In addition to maintaining an emphasis on staffing the classroom, the District has also been faced with the challenge of maintaining an appropriate level of staffing within the restraints of limited financial resources. The information below illustrates how the District has made staffing adjustments over the past three years to reflect the changing financial climate in public education.


### 6 Year Employee Group Comparison






## System Requirements

The Human Resources department has identified teachers, non-instructional staff, administrators, and the WISD school board as its key stakeholders while identifying colleges and universities, the Texas Education Agency, the U.S. Department of Education, and the U.S. Department of Labor as its key partners. A stakeholder refers to all groups that might be affected by the HR department's actions or success while partners refers to those key organizations or individuals who are working in concert with the HR department to achieve a common goal or improve performance. To ensure continuity of operations on a day to day basis, the HR department has further identified the specific requirement of each of these individuals, groups, and entities and how the HR department must respond to those requirements in order for the department to be effective and efficient. The information in the following table outlines the specific requirements of each of these groups, what the HR department is doing to meet those requirements, and how the department knows that those requirements are being met.

<b>Determining Key Work System Requirements</b> 	<b>What are the requirements of the Stakeholder or Partner of the HR department?</b>	<b>What is the HR department doing to meet these requirements?</b>	<b>How does the HR department know that these requirements are being met?</b>
<b>Stakeholders:</b>			
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Positive work environment</li> <li>• Safe work environment</li> <li>• Adequate compensation</li> <li>• Timely service/ response to questions and/or inquiries</li> <li>• Access to resources</li> <li>• Support from supervisory staff</li> </ul>	<ul style="list-style-type: none"> <li>• Develop processes for monitoring data and responses from satisfaction surveys and sharing information with appropriate District staff</li> <li>• Administer satisfaction surveys of all employee groups to get input about their needs and concerns</li> <li>• Use of technology to make resources available to staff through the HR web site</li> <li>• Develop process to monitoring wage and salary of districts in the WISD comparative group</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted and data tracked</li> <li>• Exit interviews of retiring and/or resigning teachers conducted</li> <li>• Track date for:               <ul style="list-style-type: none"> <li>-Hiring</li> <li>-Salary and Wage</li> <li>-Attendance</li> <li>-Employee Satisfaction</li> <li>-Campus Satisfaction</li> </ul> </li> <li>• Monitor HR web site to see what info. is being accessed and keep the information up to date</li> <li>• Monitor telephone data</li> <li>• PDSA processes</li> </ul>

<b>Determining Key Work System Requirements</b> 	<b>What are the requirements of the Stakeholder or Partner of the HR department?</b>	<b>What is the HR department doing to meet these requirements?</b>	<b>How does the HR department know that these requirements are being met?</b>
<b>Non Instructional Staff</b>	<ul style="list-style-type: none"> <li>• Positive work environment</li> <li>• Safe work environment</li> <li>• Adequate compensation</li> <li>• Timely service/ response to questions</li> <li>• Access to resources</li> <li>• Support from supervisory staff</li> </ul>	<ul style="list-style-type: none"> <li>• Develop processes for monitoring data and responses from satisfaction surveys and sharing information with appropriate District staff</li> <li>• Administer satisfaction surveys of all employee groups to get input about their needs and concerns</li> <li>• Use of technology to make resources available to staff through the HR web site</li> <li>• Develop processes for monitoring wage and salary of districts in the WISD comparative group</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted and data tracked</li> <li>• Exit interviews of retiring and/or resigning staff conducted</li> <li>• Track date for: <ul style="list-style-type: none"> <li>-Hiring</li> <li>-Salary and Wage</li> <li>-Attendance</li> <li>-Employee Satisfaction</li> <li>-Campus Satisfaction</li> </ul> </li> <li>• Monitor HR web site to see what info. is being accessed and keeping the info. up to date</li> <li>• Monitor telephone data</li> <li>• PDSA processes</li> </ul>
<b>Administrators</b>	<ul style="list-style-type: none"> <li>• Positive work environment</li> <li>• Safe work environment</li> <li>• Adequate compensation</li> <li>• Timely service/ response to questions</li> <li>• Access to resources</li> <li>• Support from supervisory staff</li> <li>• Provide certified, highly qualified, and skilled applicants</li> <li>• Policy and legal support</li> <li>• Support with grievance process</li> <li>• Training in employment practices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop processes for monitoring data and responses from satisfaction surveys and sharing information with appropriate District staff</li> <li>• Administer satisfaction surveys of all employee groups for input on their needs</li> <li>• Use of technology to make resources available to staff through the HR web site</li> <li>• Develop processes for monitoring wage and salary of districts in the WISD comparative group</li> <li>• Established Fast Track software (application)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted and data tracked</li> <li>• Exit interviews of retiring and/or resigning administrators conducted</li> <li>• Track date for: <ul style="list-style-type: none"> <li>-Hiring</li> <li>-Salary and Wage</li> <li>-Attendance</li> <li>-Employee Satisfaction</li> <li>-Campus Satisfaction</li> </ul> </li> <li>• Monitor HR web site to see what info. is being accessed and keeping the info. up to date</li> <li>• Monitor telephone data</li> <li>• Evaluation/appraisal training</li> <li>• PDSA processes</li> </ul>

<b>Determining Key Work System Requirements</b> 	<b>What are the requirements of the Stakeholder or Partner of the HR department?</b>	<b>What is the HR department doing to meet these requirements?</b>	<b>How does the HR department know that these requirements are being met?</b>
		program) <ul style="list-style-type: none"> <li>• Provide training in the use of Zero Risk as an employment tool</li> <li>• Provide policy and legal updates</li> <li>• Provide support with grievance issues by working with the administrator to see that policies are followed and that the employees rights are protected</li> <li>• Provide training in:               <ul style="list-style-type: none"> <li>-documentation</li> <li>-policy and legal issues</li> <li>-ethical issues</li> <li>-appraisal and evaluation</li> <li>-writing effective growth plans</li> </ul> </li> </ul>	
<b>School Board</b>	<ul style="list-style-type: none"> <li>• Provide a 100% Highly Qualified teaching staff</li> <li>• Provide a highly qualified and highly skilled non-instructional staff</li> <li>• Keep Board informed of any legal/ policy updates</li> </ul>	<ul style="list-style-type: none"> <li>• Provide monthly staffing updates</li> <li>• Provide legal and policy updates as needed</li> <li>• Provide an annual systems review</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from annual systems review</li> <li>• Feedback from Superintendent and/or Deputy Superintendent</li> </ul>
<b>Partners:</b>			
<b>Colleges and Universities</b>	<ul style="list-style-type: none"> <li>• Provide placements for student teachers</li> <li>• Provide opportunities for students to conduct observations in preparation for their student teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>• Serve on college advisory board</li> <li>• Established a liaison program with Tarleton State Univ. to support the placement and supervision of student teachers</li> <li>• Developed processes for the approval, placement, and monitoring of students who need to do classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with university staff to monitor status of liaison program</li> <li>• PDSA processes</li> <li>• Input on advisory council</li> </ul>

<b>Determining Key Work System Requirements</b> 	<b>What are the requirements of the Stakeholder or Partner of the HR department?</b>	<b>What is the HR department doing to meet these requirements?</b>	<b>How does the HR department know that these requirements are being met?</b>
<b>Texas Education Agency</b>	<ul style="list-style-type: none"> <li>• Comply with all Texas Administrative Codes and the Texas Education Code</li> <li>• Hire Highly Qualified teachers and paraprofessionals</li> <li>• Hire certified personnel or individuals who can meet one of the alternative certification requirements</li> </ul>	observations <ul style="list-style-type: none"> <li>• Attend workshops on changes or updates in NCLB/HQ requirements to stay informed</li> <li>• Complete annual HQ report</li> <li>• Update HQ report if there is a change in the HQ status of the District teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Annual HQ reports</li> <li>• Monitor teacher certification and maintain up to date personnel files</li> </ul>
<b>U.S. Department of Education</b>	<ul style="list-style-type: none"> <li>• Maintain an 100% Highly Qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Complete annual HQ report</li> <li>• Update HQ report if there is a change in the HQ status of the District teaching staff</li> <li>• Disseminate HQ information and requirements to campus level administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Annual HQ report</li> </ul>
<b>U.S. Department of Labor</b>	<ul style="list-style-type: none"> <li>• Comply with all laws relating to employment and accounting for time worked by hourly staff</li> </ul>	<ul style="list-style-type: none"> <li>• Attend training sessions on FLSA requirements</li> <li>• Implement True Time software to monitor and account for time worked for hourly employees</li> <li>• Developed processes to monitor effectiveness and usage of True Time program</li> <li>• Trained staff on the purpose of and how to use True Time</li> <li>• Disseminate FLSA information to administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor monthly time records</li> <li>• Provide compliance reports to administrators</li> <li>• PDSA True Time process</li> </ul>



## System Integrity

### Human Resources Work System Processes

Currently the Human Resources Department has mapped approximately 70% of its key work process and mapped 20 additional sub processes. When a question arises regarding a process or when the process does not flow as intended the department conducts a Plan, Do, Study, Act (PDSA) analysis of the process to move the process through a cycle of continuous improvement.

### Recent Audits:

During the District's annual audit District auditors conducted an audit of personnel records and other state and federal compliance documents. Auditors examined employee files to see that they contained both the required state and federal documents such as current appraisals, transcripts, service records, and in the case of individual whose salary is paid either in part or totally from federal funds that the appropriate funding letter had been signed by the employee and was on file. All documents that were requested were provided. Auditors reported no finds and the department was not cited for any deficiencies.



## System Measures That Matter

### Indicators for Success:

As part of the Human Resources department's commitment to continuous improvement, the department has identified three leading indicators as part of the district's Leading Indicator Process or LIP that are used to monitor the department's progress over time. The three measures are:



- Teacher Turnover Rate (source of data: District’s AEIS report)
- Salary Market Value Analysis (source of data: TASB annual salary survey)
- Employee Satisfaction (source of data: District’s annual satisfaction survey)

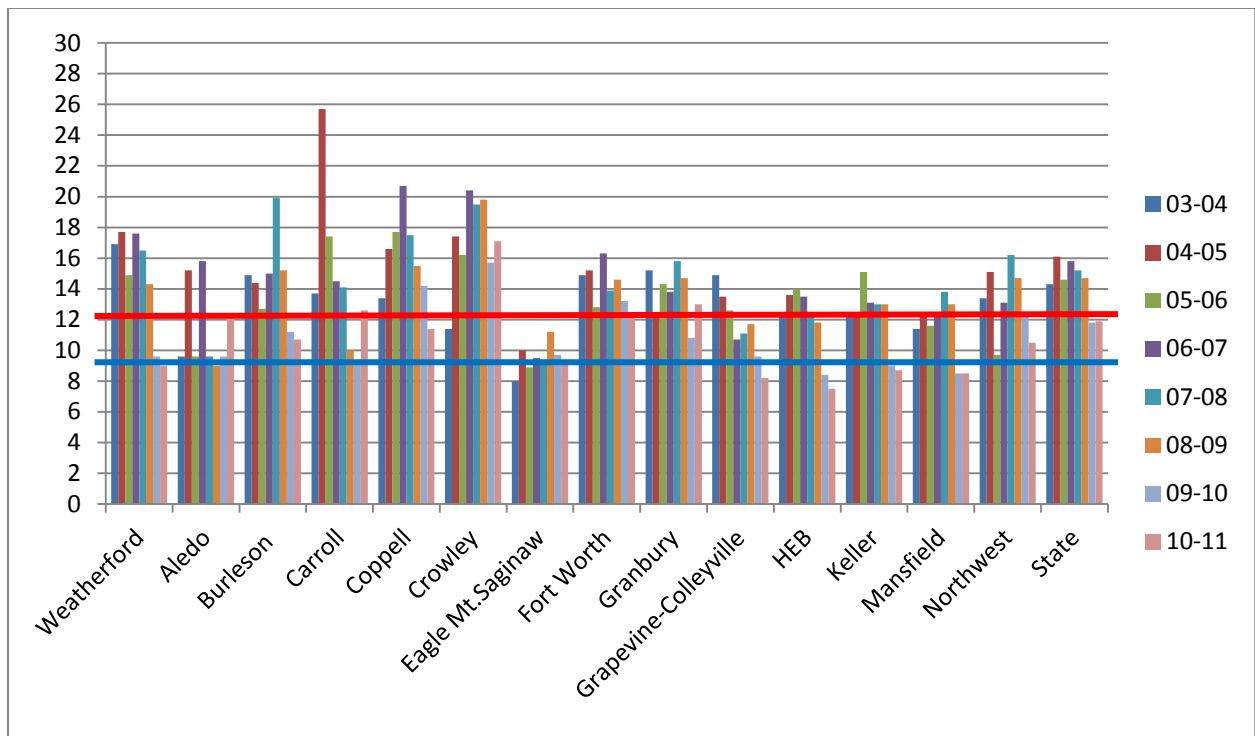
In addition to these three measures, the department also provides an annual Highly Qualified Teacher report to comply with the federal NCLB reporting requirements.

**Teacher Turnover Rate:**

The source of the District’s teacher turnover rate data is the District’s AEIS report. The data reported reflects the turnover rate for the previous year and not the current school year. The data table below shows the teacher turnover data for the past seven years. In 2009-10 the District reached its five year goal of a turnover rate less than 12%. In the 2010 -2011 school year the District not only maintained a turnover rate less than 12% but improved its turnover rate in a year in which the District was forced to eliminate 26 teaching positions as the result of budget reductions.

<i>Measure</i>	<i>5 Year Goal</i>	<i>Actual Data</i>						
		<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Teacher turnover rate – AEIS	<12%	17.7%	14.9%	17.6%	16.5%	14.3%	<b>9.6%</b>	<b>9.0%</b>

The HR Department utilizes a comparative group of thirteen other districts within the Fort Worth area when making comparisons to WISD. The graph below provides comparative teacher retention data for the past eight years. For the second consecutive year WISD has maintained a teacher turnover rate of less than 12% with only four other districts in our comparative group reporting turnover rates below that of WISD. This is in marked contrast to four years ago when WISD was ranked as one of four districts in our comparative group with the highest turnover rate. In four years, the District has been able to reverse its turnover rate from one of the highest to one of the lowest in our comparative group. There are a number of factors which can account for this change. Of course, the economy has had an impact however; the economy has impacted all districts and WISD has still been able to move forward in retaining quality teachers. The level of support that teachers receive from their campus administrators, support from other district support staff, professional development opportunities, and the culture of the District which supports the District’s MVV are all contributing factors to the District’s ability to retain quality teachers. In the following graph, the red line at 12% indicates the five year goal set by the District and the blue line indicates the current level of retention.



### Salary Market Value Analysis:


Salary market value analysis is the process through which the District compares itself to the same thirteen districts used in the teacher turnover rate comparison. The goal of the District is that WISD would provide an average teacher salary at 100% of the median for the average teacher salary in our comparison group. For 2011-2012 three of the districts in the comparison group did not participate in the TASB salary survey, therefore, their information is not reflected in 2011-2012 analysis. The following chart reflects the data for the 2011 – 2012 school year and indicates that the District is at 90.8% or 9.2% below the goal of 100%. The dollar difference between the average WISD teacher salary and the average teacher salary of districts in our comparison group increased from \$2,807 in 2010-2011 to \$4,732 in 2011-2012. This change can be explained through the large number of teacher retirements the District experienced this past year in which higher salaried teachers were replaced with teachers at a much lower salary rate along with the inability of the District to give teachers a raise while other districts in our comparative group were able to provide teachers with a salary increase.

# Teacher Salary Comparison Market Analysis 2011-2012

District	Enroll	Teacher Count	0-Year Salary	5-Year Salary	10-Year Salary	15-Year Salary	20-Year Salary	Schedule Maximum	Average Teacher Salary
<b>WEATHERFORD ISD</b>	7,655	486	41,743	42,963	44,983	47,303	50,333	53,563	46,659
<b>Market Median</b>	14,352	921	46,050	47,865	49,643	51,228	53,921	61,584	51,391
<b>Comparison to Median</b>			90.60%	89.80%	90.60%	92.30%	93.30%	87.00%	90.80%
<b>Dollar Difference</b>			-4,307	-4,902	-4,660	-3,925	-3,588	-8,021	-4,732
<b>Aledo ISD</b>	4,648	282	42,500	44,600	45,725	48,517	52,325	59,950	47,869
<b>Burleson ISD</b>	10,045	646	43,200	44,265	45,305	46,443	49,433	62,108	46,845
<b>Carroll ISD</b>	7,698	512	45,700	47,426	49,022	50,629	53,454	61,567	51,005
<b>Crowley ISD</b>	15,260	908	47,308	48,508	50,295	52,746	56,151	60,170	51,850
<b>Eagle Mountain-Saginaw ISD</b>	17,222	1,031	47,100	49,533	51,574	54,201	58,550	61,600	55,895
<b>Granbury ISD</b>	6,570	462	44,000	45,200	46,500	48,340	52,540	60,920	49,525
<b>Grapevine-Colleyville ISD</b>	13,443	933	46,100	46,564	47,662	48,669	52,911	65,631	51,776
<b>Hurst-Euless-Bedford ISD</b>	21,462	1,341	49,250	49,415	51,352	53,433	56,783	76,713	54,565
<b>Keller ISD</b>	33,168	1,918	46,000	48,303	50,263	51,827	54,388	61,107	51,004
<b>Mansfield ISD</b>	32,600	1,927	48,000	49,450	50,916	52,221	55,281	62,666	52,524

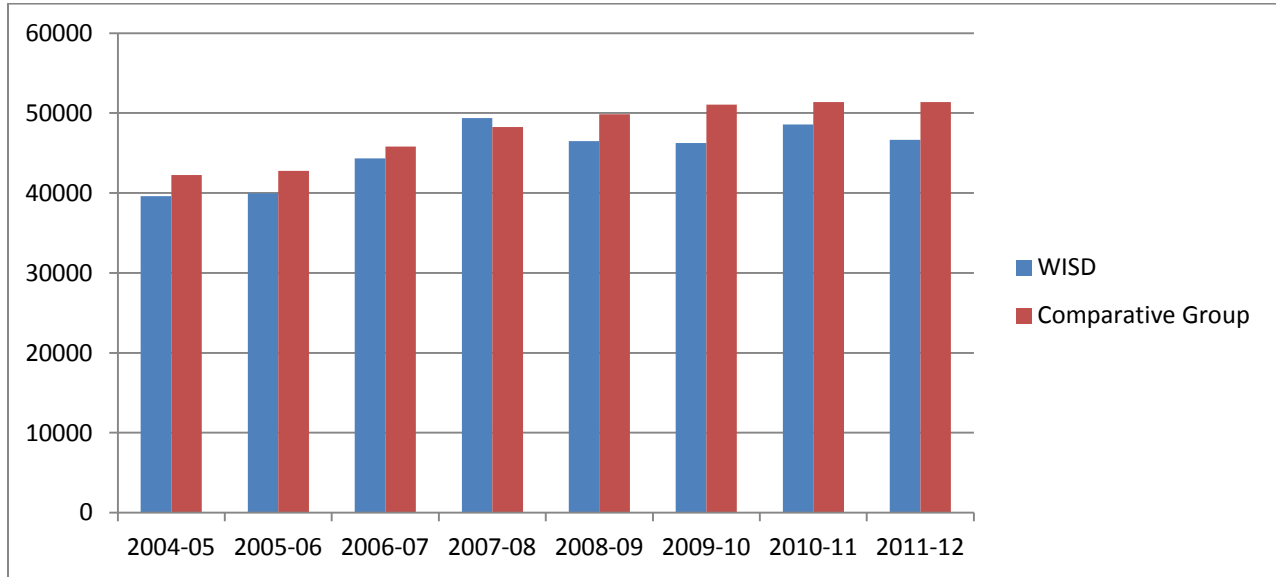
\* Reported salary amounts are for 10-month teachers with bachelor's degree.

<b>04-05 Data</b>									
Weatherford ISD	7,150	460	\$34,150	\$34,954	\$35,613	\$40,153	\$44,568	\$46,234	\$39,616
Comparison to Median			90%	91%	88%	93%	95%	91%	94%
Dollar Difference			(\$3,585)	(\$3,273)	(\$4,969)	(\$3,211)	(\$2,451)	(\$4,307)	(\$2,644)
<b>05-06 Data</b>									
Weatherford ISD	7,076	480	\$34,800	\$36,335	\$37,332	\$40,653	\$45,588	\$46,820	\$39,974
Comparison to Median			90%	92%	89%	92%	95%	89%	93%
Dollar Difference			(\$3,950)	(\$3,155)	(\$4,586)	(\$3,639)	(\$2,602)	(\$5,668)	(\$2,793)
<b>06-07 Data</b>									
Weatherford ISD	7,325	483	\$39,000	\$40,200	\$42,200	\$44,200	\$48,700	\$49,500	\$44,315
Comparison to Median			93%	92%	94%	93%	94%	86%	97%
Dollar Difference			(\$3,000)	(\$3,290)	(\$2,715)	(\$3,079)	(\$2,862)	(\$8,109)	(\$1,491)
<b>07-08 Data</b>									
Weatherford ISD	7,261	464	\$40,000	\$41,600	\$43,600	\$46,000	\$49,700	\$52,200	\$49,357
Comparison to Median			91%	90%	93%	93%	93%	92%	102%
Dollar Difference			(\$4,000)	(\$4,387)	(\$3,210)	(\$3,686)	(\$3,642)	(\$4,488)	(\$1,095)
<b>08-09 Data</b>									
Weatherford ISD	7,454	498	\$40,400	\$42,020	\$44,040	\$46,460	\$50,200	\$52,220	\$46,498
Comparison to Median			89.00%	89.00%	91.00%	91.00%	93.00%	84.00%	93%
Dollar Difference			(\$4,979)	(\$4,980)	(\$4,637)	(\$4,441)	(\$4,020)	(\$9,926)	(\$3,344)
<b>09-10 Data</b>									
Weatherford ISD	7,586	503	\$41,285	\$42,905	\$44,925	\$47,345	\$51,085	\$53,105	\$46,248
Comparison to Median			89%	89.6%	90.5%	91.6%	92.4%	84.2%	91%
Dollar Difference			(\$5,085)	(\$4,975)	(\$4,710)	(\$4,356)	(\$4,178)	(\$9,975)	(\$4,806)
<b>10-11 Data</b>									
Weatherford ISD	7,660	508	\$41,743	\$43,363	\$45,383	\$47,803	\$51,543	\$53,563	\$48,558
Comparison to Median			89.6%	88.8%	90%	91.7%	93%	86.2%	94.5%
Dollar Difference			(\$4,827)	(\$5,445)	(\$5,037)	(\$4,336)	(\$3,859)	(\$8,545)	(\$2,807)

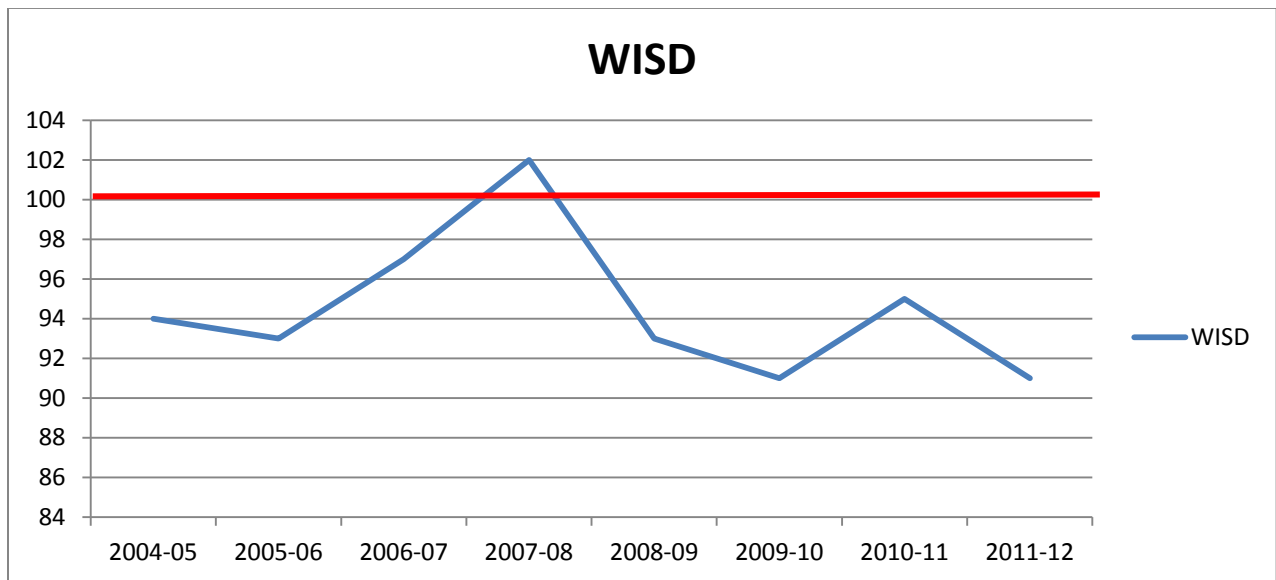
<b>1.1. Recommend a salary schedule that meets or exceeds the median of the market.</b>									
Dist. Goal./Dept. Goal/Measure	Measure	5 Year Goal	Actual Data						Status
			06-07	07-08	08-09	09-10	10-11	11-12	
4.5	Teacher average salary at median of the market	100%	97%	102%	93%	91%	95%	91%	

The following graph provides a comparison of WISD with districts in the comparison group over the past eight years. For the past three years WISD, due to economic factor and budget restraints, has not been able to keep pace with districts in our comparison group.

**Average Teacher Salary Paid by WISD Compared to Comparison Districts**



The following graph indicates the percent either above or below the goal of 100% for the past eight years for WISD. After moving back toward the goal of 100% in 2010-2011 the District has once again dropped below its previous year's level as a result of the financial difficulties the District faced coming into the 2011-2012 school year.



## Employee Satisfaction:

The Employee Satisfaction survey is given annually in May with the data shared with campus leadership and other District personnel in order to address any identified areas of concern. In turn the campus principals share the data with their staff and use the data to inform their campus plans. The survey provides data for five employee groups; teachers, administrators, professional support staff, paraprofessionals, and auxiliary staff. Where appropriate the survey is given in both English and Spanish in order to obtain data from all employees in each employee group. The table below provides trend data for the past six years. Prior to 2010-2011 the survey question which measured employee satisfaction was worded, “I am satisfied with my school/department”. After looking at satisfaction surveys of several Baldrige award winning school districts it was determined that our question was measuring satisfaction with a school or department and how people felt about how their school or department was being managed and not a true measure of satisfaction that an employee experiences as a result of their job and where they work. Therefore, on the May 2011 survey the wording of the satisfaction question was changed to read, “I get satisfaction from my job/work.”

<i>Measure</i>	<i>5 Year</i>	<i>Actual Data</i>					
	<i>Goal</i>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
All groups- Employee job satisfaction %	90%	84%	84.2%	85.5%	84.6%	84.5%	93.1%
Teacher - Employee job satisfaction %	90%	67%	72.0%	83.9%	78.7%	81.5%	92.1%
Administrator - Employee job satisfaction %	90%	100%	90.0%	89.3%	97.8%	94.7%	96.8%
Professional Support - Employee job satisfaction %	90%	88.7%	85.7%	88.4%	90.8%	90%	96.4%
Paraprofessional - Employee job satisfaction %	90%	79.6%	89.1%	87.2%	94.3%	87.3%	92.6%
Auxiliary - Employee job satisfaction %	90%	90.5%	91%	DNA	83.1%	79.3%	83.4%

## Highly Qualified Report-

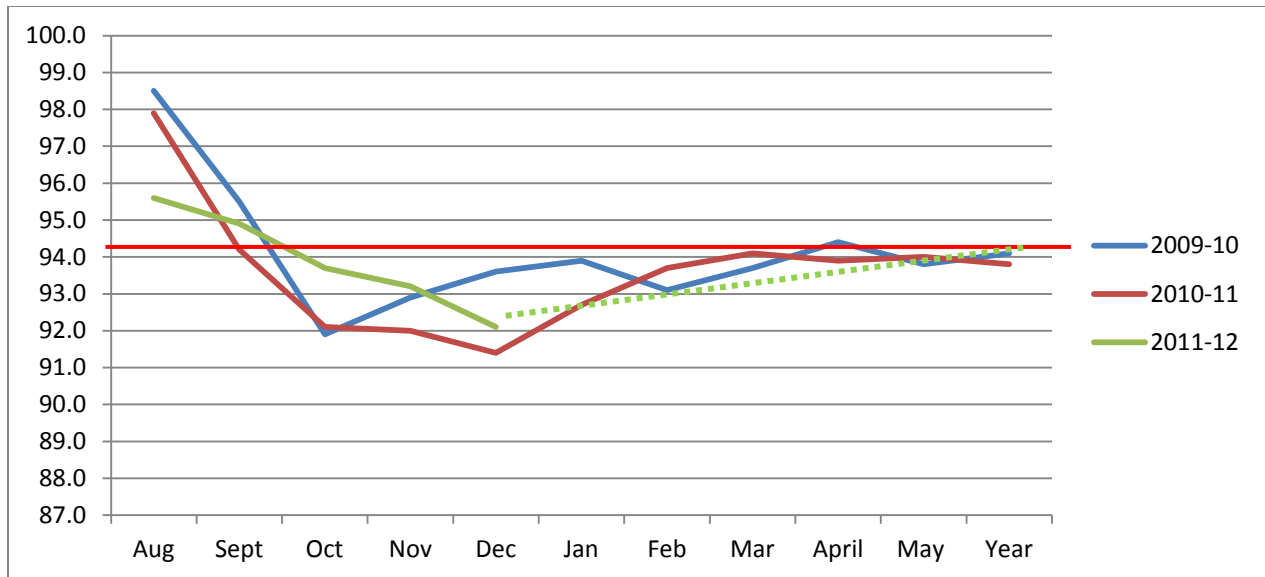
In November of each year the Human Resources department submits the District's annual NCLB Highly Qualified Teacher and Paraprofessional report. This report was presented at the December board meeting as a report item. For the seventh consecutive year the District has met the federal goal and reported a 100% highly qualified status. The following chart indicates the status of each of the District's campuses as submitted in the 2011 – 2012 report.

As of September 15, 2011	# of Teachers in Core Subjects	% HQ Teachers	# of Classes Taught by HQ Teachers	% of Classes Taught by HQ
Austin Elementary	31	100%	31	100%
Crockett Elementary	32	100%	32	100%
Curtis Elementary	38	100%	38	100%
Ikard Elementary	38	100%	38	100%
Martin Elementary	30	100%	30	100%
Seguin Elementary	35	100%	35	100%
Wright Elementary	38	100%	38	100%
Hall Middle School	31	100%	159	100%
Tison Middle School	30	100%	165	100%
Ninth Grade Center	30	100%	165	100%
Weatherford High School	72	100%	550	100%
<b>District Totals</b>	<b>405 *</b>	<b>100%</b>	<b>1281</b>	<b>100%</b>

\*Highly Qualified (HQ) status is based upon the number of teachers teaching in the core subject areas of math, English language arts, science, social studies, foreign language, and fine arts. Although the District employs 488.9 Full Time Equivalent (FTEs) teachers, only 405 are assigned to core subject areas ( both regular education and special education) requiring them to meet the HQ requirements. The remaining teachers, who are not required to meet HQ requirements, have teaching assignments in career and technology, health, physical education, and other elective courses not classified as core courses.

## Employee Attendance-

For the past two years, the Human Resources department has monitored attendance data for the two employee groups who have the most direct contact with students; teachers and both campus and district administrators. The following graph reflects the data collected to date. The goal that has been set is a district-wide attendance rate of 94%. The data is collected and shared monthly with the campus administrators to help them make informed decisions. Campus administration in turn shares the data with their staff.



## System Performance

The Human Resources department scorecard is attached for review. In examining the results of the teacher salary market value analysis, it is noted that although the District had shown some narrowing in the gap between WISD and districts in its comparison group last year the District has been unable to continue to close the gap in the current economic environment. The District faces a similar challenge when the other employee groups of the District are examined as well.

The District continues to attract and retain highly qualified teachers as evidenced in the annual highly qualified teacher report and the downward trend in the District's teacher retention rate. Although the District is able to attract and retain qualified staff, employee satisfaction remains as

a focus of the Human Resources department to ensure that the District is able to continue to retain the high level of quality educators needed to move the District to world class status.



## **Recommendations for Changes in System and/or Policy**

The primary gap that exists in the Human Resources system's measurements revolves around the salary market comparison data for all employee groups. As the District faces many financial considerations for the coming school year such as class size, instructional resources, and upgrades for technology to name just a few, salaries paid by WISD when compared to districts in our comparison group must be added to the list of considerations. WISD continues to lose ground in competing with other school district in the metroplex in offering a competitive salary that will attract and ultimately retain quality employees. To date the impact has been minimal among teachers, non-instructional professionals, and administrators. However, the turnover rate among employees in the manual trades, child nutrition, and paraprofessional employee groups is increasing as the District finds it more difficult to provide competitive salaries to attract and retain individuals into these positions. As the District begins to focus on how to manage the limited financial resources available I recommend that consideration be given to addressing gaps in the salary market comparison data. In addition to the salary market comparison data for teacher presented in a previous section of this report salary market comparison data for other employee groups is attached.





## System Innovations

Four years ago the Human Resources department was given the task of developing an alternative appraisal plan for teachers. This plan was to be used in conjunction with the state appraisal system. The intent was that teachers on a probationary contract would be appraised using the state system and teachers on a term contract would be appraised on the locally developed alternative plan. After receiving input from teachers and administrators at all levels and several revisions, a plan was developed and was ready to be piloted. In May 2011, the plan was presented to the DEIC for input and then to the Board in June 2011. Over the summer two campuses were selected, one elementary (Martin) and one secondary (Tison) to participate in a pilot during the 2011-2012 school year. In August 2011, the staff of each participating campus went through an orientation to the alternative plan. The plan which is aligned with the District's mission, vision, values, and teacher competencies will be evaluated near the end of the 2011-2012 school year. At that time the plan will go through a formal Plan Do Study Act (PDSA) process to identify strengths and weaknesses of the plan. Following the evaluation revisions will be made to the plan based upon the PDSA. A decision will be made at that time as to whether or not to continue the pilot for an additional year before implementing it district-wide or moving forward with presenting the plan back to the DEIC for approval and then to the Board for approval to implement district-wide.

The Weatherford Independent School District has as its mission to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community and a vision that the District will be the world-class district of choice for students, parents, and the Weatherford community. To accomplish this mission and vision the District has acknowledged that there is a different set of demands facing education for the 21<sup>st</sup> century and these different demands dictate new roles for teachers in their classrooms and schools. The following identifies the competencies that a teacher in the Weatherford Independent School District will need to possess to be an effective teacher and to teach students in the 21<sup>st</sup> century:

- Develop relationships to nurture the emotional, social and academic needs of each child
- Utilize data
- Encourage students to set high realistic goals
- Engage students with challenging activities
- Celebrate all student successes
- Demonstrate effective teaching practices
- Demonstrate knowledge of content area and the ability to communicate this knowledge

- Implement consistent classroom management through a district-wide discipline plan
- Collaborate as a team to achieve student success
- Communicate with students, parents, and staff
- Incorporate new technology to enhance student learning
- Search for and create new opportunities for personal and professional growth

As a result the teacher alternative appraisal plan was designed to be a performance evaluation instrument that will:

- serve as a measurement of performance for individual teachers,
- serve as a guide for teachers as they reflect upon and improve their effectiveness,
- serve as the basis for instructional improvement,
- guide professional development programs for teachers as well as,
- comply with the state requirement that the District implement an approved appraisal plan.

A central component of the plan is the teacher's personal professional development plan that is designed by the teacher in collaboration with his or her appraiser to positively impact student success in his or her classroom. The plan seeks to align what is happening in the classroom with the District's MVV, District instructional initiatives, and the continuous improvement efforts of the past five years.