

# BECKER PUBLIC SCHOOLS



## CLASSIFICATION & COMPENSATION STUDY EXECUTIVE SUMMARY



**Bjorklund Compensation Consulting**

Serving the Human Resource Needs of the Public Sector

# STUDY OBJECTIVES:

## Objectives:

- Collect job information
- Study jobs & prepare descriptions.
- Evaluate jobs
- Conduct a salary survey.
- Design or update a pay plan
- Estimate implementation costs

# **OBJECTIVE 1: Collect Job Information & Study Jobs**

- Distributed position description questionnaires
- Conducted manager interviews to expand on PDQ information, clarify job responsibilities.

## OBJECTIVE 1/2: Collect Job Information & Study Jobs

### Study of jobs became more complicated

- A significant number of employees did not complete or return questionnaires.
- Some District job classes were missing completed questionnaires altogether, so BCC was forced to utilize existing job descriptions.
- District had a number of employees in “mixed classifications” or performing duties in multiple job titles.
- Several existing job classifications in place were very broadly defined but responsibility levels were significantly different within the classification (i.e., paraprofessionals and administrative support).
- After the completion of the major portion of the job study, there were several identified missing classifications which will have to be incorporated in its ongoing maintenance of the classification system

## STUDY OBJECTIVE 2: PREPARE JOB DESCRIPTIONS

- Did a preliminary evaluation of job duties, qualifications, occupational skill levels and identified job descriptions to be written.
- Prepared draft job descriptions
- Submitted descriptions to managers for review, corrections, deletions and additions.
- Revised, updated, and finalized job descriptions

## Study Objective 3: Evaluate Jobs

- Assessed jobs on the Classification Matrix System (CMS)
- Examines jobs on Four Factors
  - Knowledge & Occupational Skill (52%)
  - Supervisory Authority (20%)
  - Public Relations (20%)
  - Working Conditions (8%)
- Reviewed Rating Outcomes With Project Team (Supt, HR Dir., Dir. Business Services, Director of Teaching & Learning)

**Supervisory Authority** This factor evaluates the extent and level of supervisory authority as assessed through the intersection of level of supervisory responsibility and extent of supervision.

**Extent of Supervisory Responsibility** This subfactor evaluates the extent of supervision as measured by the number of employees directly and indirectly the position is accountable for. \*\*\*Depending upon the size of the organization, employee numbers are subject to change\*\*\*



**Level of Supervisory Responsibility** This subfactor assesses and evaluates the relative extent and level of supervisory authority present in positions having similar knowledge and discretion work requirements.

	Degree A: 0-5 employees	Degree B : 6-10 employees	Degree C: 11-20 employees	Degree D : 21-30 employees	Degree E: 31 or more employees
Level A: Responsible primarily for own work assignments. May provide training, instruction and assistance to co-workers as an experienced employee but is primarily responsible for their own d	30	30	30	30	30
Level B: Assigns, monitors, plans and schedules work activities and performs similar tasks as a leadworker. No authority to evaluate employees or determine work processes. Employees at this perform many of the same or similar functions as employees they lead but also are held accounta for work operations and work results.	50	70	100	140	190
Level C: Has staff authority as a technical expert in a field of study. Employees are required to advice and direction from this position prior to acting on related issues. This technical expertise provided to managers and officials in the organization and is used by them in guiding their super and management decisions.	100	120	150	190	240
Level D: Has full and line supervisory authority over work assignments at this level. Delegates controls what and how the work is done, evaluates performance and conducts performance review effectively initiates personnel actions. This level may also include the supervisory responsibility accountability for a small agency or distinct function within the organization.	170	190	220	260	310
Level E: Serves as a manager over other line supervisors and charged with the responsibility for overall operations, functions and objectives of a major functional area of the organization.	260	280	310	350	400
Level F: Serves as an executive officer of the organization having high level management responsibility for multiple major functional areas of the organizations. Provides management direction, policy interpretation and oversight to other managers across the organization.	370	390	420	460	510

# Grade Determination Chart

Grade Assignment	Point Minimum	Point Maximum
1	200	216
2	217	234
3	235	254
4	255	276
5	277	299
6	300	324
7	325	351
8	352	380
9	381	411
10	412	445
11	446	482
12	483	522
13	523	564
14	565	611
15	612	661
16	662	715
17	716	773
18	774	836
19	837	904
20	905	977
21	978	1056
22	1057	1142
23	1143	1234
24	1235	1334
25	1335	1442
26	1443	1558
27	1559	1684
28	1685	1820
29	1821	1966
30	1967	2125
31	2126	2296
32	2297	2481

## Study Objective 4: Conduct Salary Survey

- Worked with HR to identify and select benchmark jobs & organizations to survey.
- Benchmark jobs selected on the basis of:
  - similar jobs could be found in most districts surveyed
  - sample would include a range of responsibility levels
  - job duties would be relatively stable across organizations
- Benchmark organizations selected on the basis of:
  - similar geographic area
  - similar populations services high/low
  - organizations historically viewed as similar

## **Study Objective 4: Conduct Salary Survey**

- BCC prepared a survey questionnaire to gather pay data and emailed survey to selected participants
- HR contacted each participant to request their cooperation in completing the survey questionnaires.
- BCC compiled, reviewed, entered and analyzed survey data
- BCC prepared a Salary Survey Report and provided survey participants a free copy of the report for their cooperation.

## Study Objective 5/6: Design/Revise Pay Plan

- Focus was on creating a uniform and consistent pay plan and employee treatment by incorporating the dual considerations of job ratings and market, and placing emphasis on the of the MN Pay Equity Act of 1984.
- Provided District with estimated cost to implement the proposed salary plan.
- The proposed pay plan and associated costs are an estimate since they are subject to collective bargaining and District strategy.

# Findings: Job Ratings

<b>Proposed Classification Title:</b>	<b>Total Points</b>	<b>Salary Grade</b>
Superintendent	1975	30
Director of Curriculum & Instruction	1595	27
Director of Business Services	1590	27
High School Principal	1540	26
Middle School Principal	1465	26
Primary Principal	1375	25
Intermediate/Primary Principal	1375	25
Community Ed Director	1240	24
Director of Human Resources	1190	23
Assistant Principal * Market Grade Adjustment	1175	24
Activities Director	1110	22
Director of Buildings & Grounds	1010	21
Director of Food & Nutrition Services	980	21
Director of Transportation	980	21
Director of Instructional Technology	930	20
Network Administrator	915	20
Early Childhood Education Program Coordinator	915	20
Classroom Teachers K-12	870	19
Media Specialist	870	19
School Counselor	850	19
License School Nurse	850	19
Speech & Language Pathologist	850	19
Behavioral Interventionist	850	19

# Findings: Job Ratings

<b>Proposed Classification Title:</b>	<b>Total Points</b>	<b>Salary Grade</b>
Data Specialist	835	18
ECFE Teacher	795	18
Pre-School Teacher	795	18
School Age Child Care Coordinator	715	16
Lead Mechanic	690	16
HR Coordinator	670	16
Communications and Marketing Specialist	660	15
Student Services Information Secretary	610	14
LPN	595	14
Administrative Assistant-Superintendent	575	14
Lead Groundskeeper	555	13
Payroll Specialist	535	13
Finance Assistant	535	13
Dispatcher/Router/Trainer	520	12
Administrative Assistant-Principal	515	12
Day Lead Custodian	500	12
Administrative Assistant-Activities	495	12
Community Ed-Administrative Assistant	495	12
Mechanic Assistant	470	11
Business Office Assistant	460	11
Production/Lead Cook	460	11
Night Lead Custodian	450	11

# Findings: Job Ratings

Proposed Classification Title:	Total Points	Salary Grade
Groundskeeper/Delivery Worker	430	10
Technology Assistant	420	10
Administrative Assistant-Counseling Office	420	10
Lead Cook	410	9
Lead Ala Carte Cook	410	9
Youth Sports Coordinator	390	9
Bus Drivers	390	9
Camp Opportunity Program Lead	390	9
Paraprofessionals	390	9
Media Assistant	370	8
Administrative Support Assistant	370	8
Custodial/Maintenance	355	8
Van Drivers	315	6
Supervisory Paraprofessional	315	6
Assistant Cook	315	6
Cashier	315	6
Camp Opportunity Program Assistant	295	5
Food Service Assistant	220	2

# Classification Issues:

In the process of studying and evaluating job responsibilities, several issues became apparent.

- Administrative support jobs were all assigned to the same level but, it was apparent that there were significant differences in responsibility levels.
  - Jobs were allocated to classification titles based upon the responsibility levels determined through job evaluation.
  - This resulted in a greater differentiation across the administrative support positions

# Classification Issues:

- Paraprofessionals were all grouped into the same range but there were clear differences in responsibility levels.
  - While some appear to require “highly qualified” designations, other positions did not seem to meet that level of educational level or experience requirement to carry out job responsibilities.
  - BCC created two levels to recognize these differences (i.e., Paraprofessional and Supervisory Paraprofessional).

# FINDINGS: SALARY SURVEY

## LIST OF BENCHMARK POSITIONS

Superintendent of Schools  
Assistant Principal  
Activities Director  
Director of Building & Grounds  
Director of Food Service  
Licensed K-12 Teacher  
Payroll Specialist  
Director of Business Services  
Director of Curriculum & Instruction  
Director of Instructional Technology  
Day Lead Custodian  
Custodian  
Director of Transportation (insufficient data or job matches)  
HS Principal  
Bus Driver  
Director of Community Education  
Early Education Coordinator  
Head Cook  
Food Service Worker  
Network Administrator  
Instructional Paraprofessional  
Finance Assistant  
Superintendent Secretary  
Counselor Secretary  
Administrative Assistant-Principal  
Administrative Assistant-Activities  
Technology Assistant  
Supervisory Paraprofessional

# FINDINGS: SALARY SURVEY

- 18 Benchmark organizations were identified and 15 provided survey responses for a participation rate of 83%.

## Organizations Participating:

Annandale Public Schools

Glencoe-Silver Lake Public Schools

Hutchinson Public Schools

Waseca Schools

Albany Public Schools

Delano Public Schools

Litchfield Schools

Little Falls Schools

Monticello Public Schools

Watertown-Mayer Public Schools

Red Wing Schools

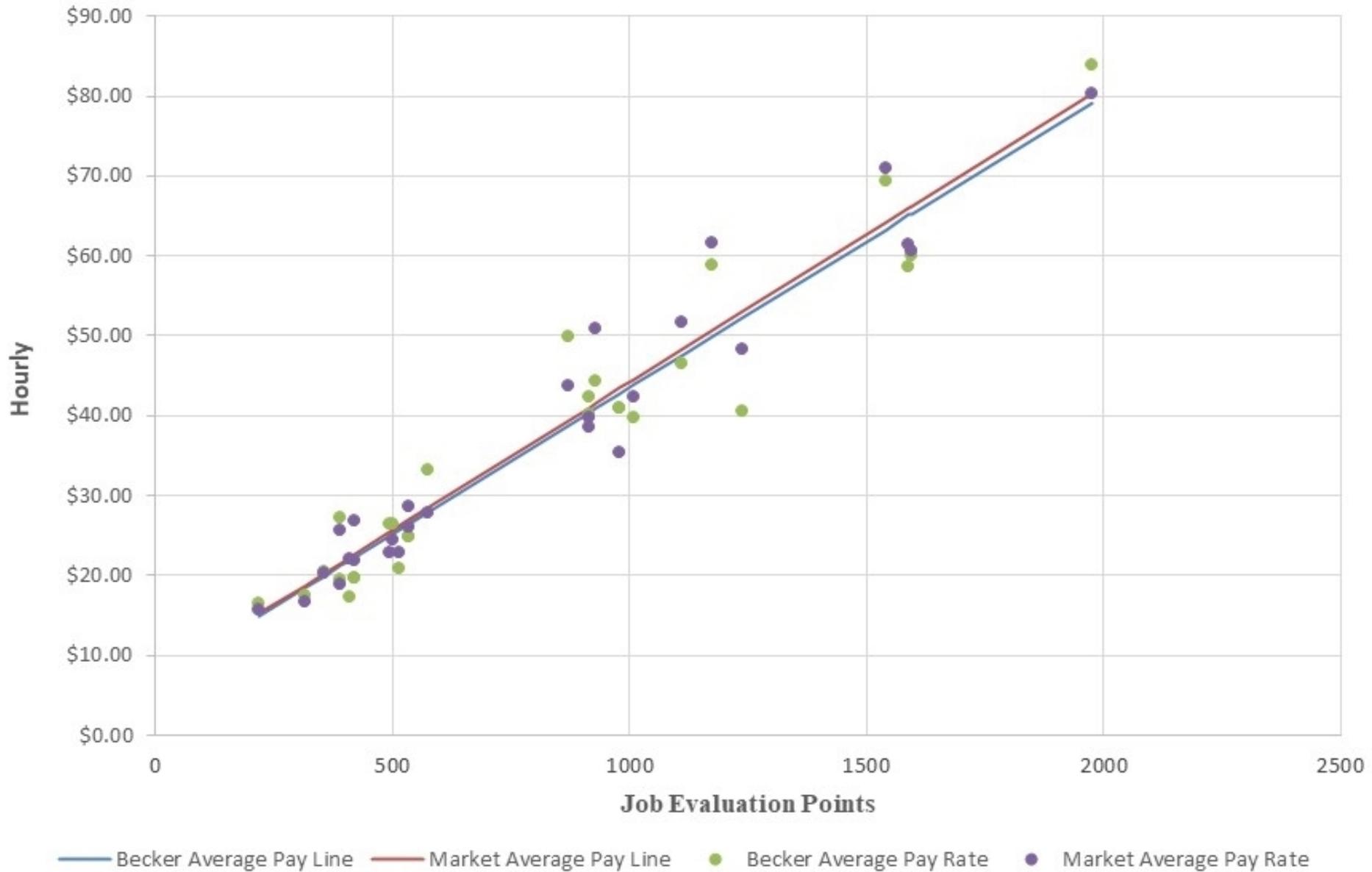
North Branch Public Schools

Cambridge-Isanti Schools

Princeton Public Schools

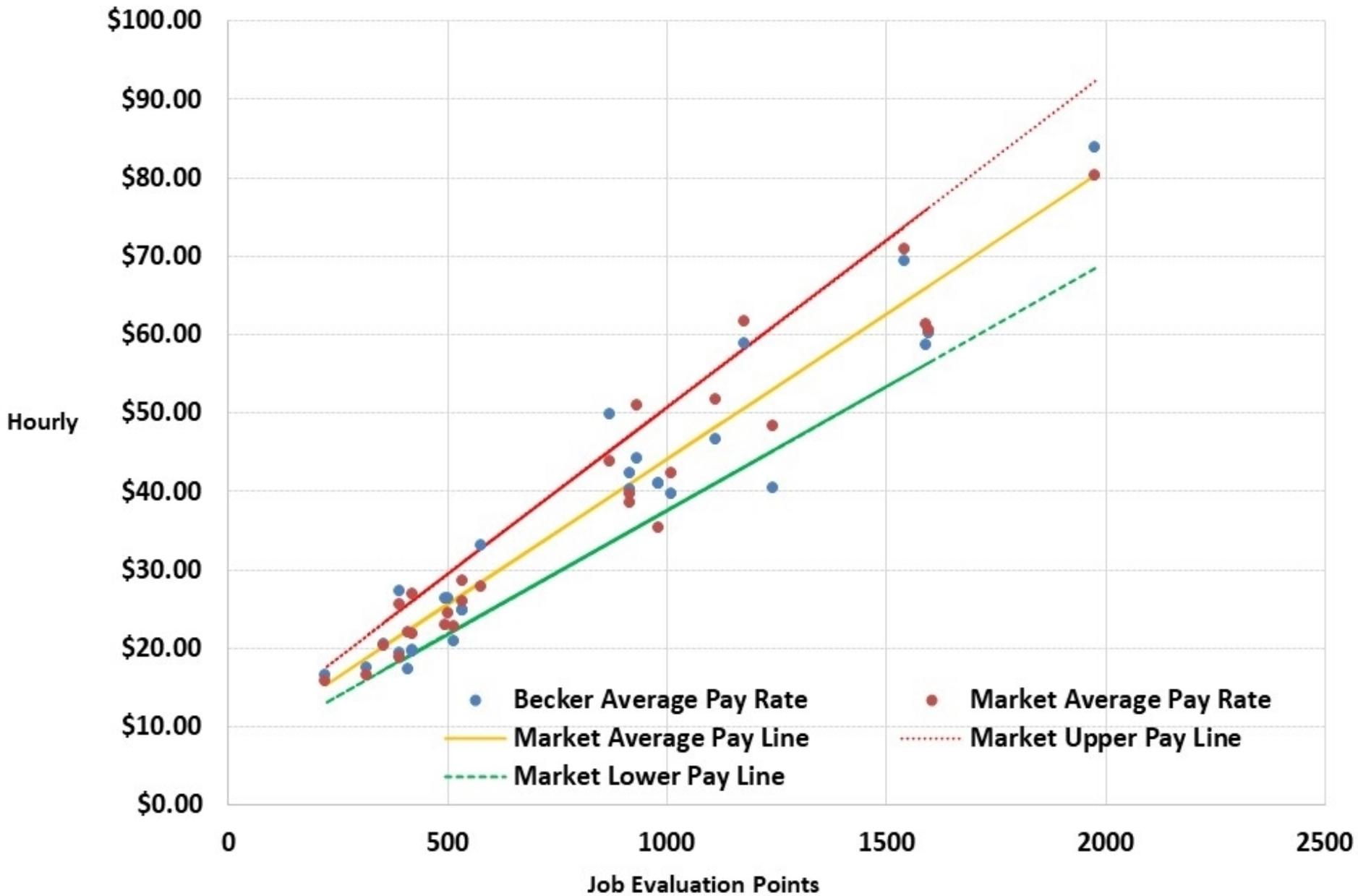
Big Lake Public Schools

# Becker Public Schools Comparison of Becker vs. Market Pay Line



# BECKER PUBLIC SCHOOLS

## TREND ANALYSIS OF AVERAGE PAY & 35% SPREAD AROUND AVERAGE TREND LINE



## FINDINGS: SALARY SURVEY

- BCC assessed survey data using the median average market rate or the 50<sup>th</sup> percentile.
- Median average rates used since it is less subject to wide dispersions in reported data.
- Median average rates were only used as the comparison since the District has a large number of individual agreements but no minimum or maximums that govern pay setting.

# FINDINGS: SALARY SURVEY

- The survey analysis shows that the current average pay rates are relatively competitive with market median averages.
- On average, the median market average is 1.58% higher than Becker's average pay rates.
- There was a high correlation between market pay rates, your pay rates and the job evaluation findings. This was demonstrated by the similarity of the pay lines generated in the first graph.

# Findings: Design New Pay Plan

## For all jobs excluding jobs in Teacher contract:

- BCC established the midpoint of each range at the median market rate pay line value.
- BCC built range minimums and maximums around the market median rate using a salary range spread of 35% for all ranges.
- 16 Steps were created within each pay range using a 2.021% difference between steps.
- For employees under individual contract, no steps were provided for ranges 30 – 20, but BCC provided minimums and maximums to be used as a framework in setting limits for individual contracts.
- Jobs were allocated to pay ranges based upon job ratings and findings.

## For all positions under the teaching bargaining agreement:

- The survey showed that your pay rates were competitive and, on average, higher than market average median rates for the comparable districts. (approximately 6% for minimum and maximum rates)
- BCC is recommending no changes to the pay structure/plan for licensed teachers and assume the district will address any issues through the bargaining process.

# Special Market Considerations

- Compared Proposed Range Midpoint to Market Median.
- Significant Diff. (e.g. 15% or greater) considered for special treatment.
- Examine jobs closely if market changes, in future, adjust accordingly.
- Pay Equity reporting requires reporting the evaluated points and also reporting the higher range these jobs are paid on.

## Higher Grade Placement

- Asst. Principals  
(Grade 24 from 23)

# FINDING: Cost Implication

- Cost to implement pay plan represents costs to bring employees into range and to step.
- Approach:
  - Employee below range: brought to minimum.
  - Employee in range: placed on step closest to but higher than current pay rate.
  - Employee over range: recommended freezing rate until schedule increases captures pay rate.
- Cost to implement recommendations was estimated at 1.92% to get employees on the proposed pay plan.
- This is only an estimate given mixed classification titles, missing FTE information, and assumed allocations issues (i.e., no employee PDQ's).

# Future Classification Issues:

- While the study was not designed to be an organizational study, District asked that I make some recommendations concerning technology organization.
  - BCC believes that there should be two distinct and separate areas of responsibility, namely, instructional technology and information technology.
  - Instructional technology should fall under the Director of Teaching and Learning and focus only on coaching, support, and integration of instructional technology/applications.
  - Information Technology should focus on the technology infrastructure, hardware, and district wide enterprise systems/applications.

# Future Classification Issues:

- Instructional Technology Recommendations:
  - Retitle the Director of Instructional Technology to Instructional Technology Coordinator. This better reflects the lack of supervisory authority and essential purpose of the job.
  - Position should remain under the Director of Teaching & Learning who will have ultimate authority over budgetary issues and objectives.
  - There should be no overlap between responsibilities for instructional technology and information technology.
  - Responsibility level of the job should be reevaluated at a later date and current individual be kept "harmless".

# Future Classification Issues:

- Information Technology Recommendations:
  - Create a position titled Director of Information Technology to oversee the overall operations, budget, staff, and infrastructure for informational technology, district-wide enterprise applications, hardware, and support.
  - Re-evaluate duties and responsibilities of the Network Administrator depending upon above adoption and depending upon if or when the Director decides to reorganize.
  - Technology Assistants completed questionnaires indicating an AA Degree in technology or computer science as a minimum requirement, was signed off by the supervisor, and jobs were rated accordingly. Director might wish to examine how to better utilize assistants given the number of staff and their qualifications.

# Ongoing Plan Maintenance

- District will have to determine what jobs are missing from the study and how best to go about incorporating those jobs
- BCC would however strongly recommend an ongoing and systematic review process.

# Review Process

- Annual examine 1/3 or 1/4 of job descriptions (generally by job family or department)
- Examine for major changes in duties and responsibilities.
  - Managers will propose any changes to job description.
  - HR will assume format is consistent and changes are relevant.
  - Submit for reevaluation only if significant and major changes occur.
  - If change is warranted (up or down), establish a consistent policy for addressing pay implication.
  - In this way, all jobs will be re-examined on a regular schedule over a 3-4 year period.
  - End of cycle, BCC would recommend that the District replicate the market survey and realign or adjust the salary structure of the District accordingly.