



Atlanta Public Schools

Talent Management Audit

June 9th, 2023

Executive Summary

Background, Methodology, and Scope

Background

In December of 2022, Atlanta Public Schools (APS) engaged Baker Tilly to perform a Talent Management Audit. This audit was a performance management audit to identify improvement areas. Overall, APS has a highly effective Talent Management Department (TMD) that provides continuous support to the district in its recruitment of talented and passionate professionals, including teachers, principals, and other school staff. The Talent Management team has built an internal career ladder pipeline to identify and support instructional staff who are interested in growth and leadership opportunities across the district, with plans to expand the career ladder development this summer to non-instructional staff.

Methodology

Project Initiation

- Conducted virtual kick-off meeting with the Office of Internal Compliance and Talent Management leadership to determine APS-wide goals and needs for the audit.
- Requested information regarding recruitment, hiring, onboarding and offboarding as well as technology usage.

Information Gathering and Assessment

- Reviewed background information.
- Met with Human Resources (HR) leadership and staff at varying organizational levels to discuss current HR service delivery.
- Reviewed comparable industry best practices.
- Worked with HR and Talent Management leadership to confirm project findings and alignment of recommendations.

Reporting

- Prepared and delivered final report and recommendations to include a gap assessment of policies and procedures, workforce and succession planning best practice recommendations, recruitment and staffing strategy areas of improvement, and talent management and governance assessment.

Scope

Our scope focused on the APS HR Talent Management function to include:

- Talent strategy
- Talent management governance and HR functional infrastructure
- Talent metrics
- Workforce and succession planning

- Recruitment and staffing strategies, with a specific focus on hiring practices.

Findings and Recommendations Summary

The following is a summary of the recommendations falling into these main categories:

- Talent strategy
- Talent management governance and HR functional infrastructure
- Talent metrics
- Workforce and succession planning
- Recruitment and staffing strategies, with a specific focus on hiring practices.

Key recommendations include:

- Connecting talent between schools and the central office should be considered. Talent can be shared and referenced interchangeably throughout schools and the central office.
- Gather information from teachers and principals who are at risk of burnout, evaluate what tasks can be either work shared or reassigned to alleviate staff from burnout, and implement strategies to prevent burnout from occurring.
- Expand the leadership programs to allow opportunities to connect talent between schools and the central office to expose interested staff members to operations at the central office.

Organizational Strengths

During this audit activity, we observed certain strengths of the APS HR Talent Management function. Key strengths include:

- A robust Talent Management team with data-informed decision making.
- Dedicated public servants who continue to work towards the success of APS and all of its students.
- A supportive community that wants to assist the APS team in its recruitment of talented and passionate teachers, principals, and other school leadership.
- Talent Management staff distribute weekly reports to Principals in their cluster to communicate deadline needs such as intent surveys and other pertinent district information.
- Staffing Directors are constantly communicating with Associate Superintendents to track specific Talent Management needs for their clusters. The Talent Management Department is extremely supportive of principals and other APS staff who have career aspirations with APS. Staff feel well supported with operational decisions made in schools and have gone so far as to adopt district-wide practices based on ideas that have initiated at the individual school level.

Report Highlights

Baker Tilly performed an analysis of the APS HR Talent Management function through a review of policy and procedure documentation, interviews with key process owners, and industry best practice research. The “Audit Results” section of this report shows the detailed findings and recommendations based on our review. The following table highlights the findings and recommendations.

Recommendation #	Description of Finding	Recommendation Summary
1	Atlanta Public Schools does not have a talent strategy for non-instructional staff such as central office positions, social workers and nurses.	Establish an effective talent strategy for non-instructional personnel at Atlanta Public Schools.
2	The Director of Leadership Development sits in the Leadership Development department but is an office within the Division of Schools inclusive of one person without any support staff despite expanded functions. When the position was originally created, the intent was to focus solely on the development of APS Principals. Now the position is responsible for supporting leadership development more broadly for Directors and high-level leadership within the APS system.	Move the Director of Leadership Development to the HR department, within the Organizational Development division. This move will create alignment with existing and planned programs of the Director of Leadership Development and the Director of Organizational Development. The Director of Leadership Development is already working with other leaders in Human Resources, being a member of the department will provide shared resources, institutional knowledge and be a natural fit for the programming.
3	New hires are all offered job salaries beginning at step zero, or minimum, salary tier of their positions until the Employee Verification Packet and necessary certifications for the positions are received and evaluated by the Compensation Department. The process of verifying previous work history is cumbersome and challenging. There are times when potential employees forego opportunities with Atlanta Public Schools because they receive more competitive starting offers from other organizations.	Explore alternative procedures to confirm employee work history, such as a more traditional reference check process, and transition away from communicating an automatic step zero starting salary for all new employees. Determine appropriate salary based on verified work experience through a traditional reference check and communicate starting salary thereafter.

Recommendation #	Description of Finding	Recommendation Summary
4	Atlanta Public Schools is using two main systems for finance functions that are not integrated, and requires a multitude of data transfers, both manual and automatic to maintain the exchange of data and to allow critical systems to run for the district. Human Resources cannot create positions without proper accounting units and corresponding coding assignments existing in the Finance system.	Establish a project plan with management to assist in determining an appropriate timeframe for moving all functions to GlobalHR, and a shut off date for the antiquated Lawson S3 system. As part of the system transition, involve IT and HR subject matter experts to inform the business operation needs.
5	MOUs are established between Atlanta Public Schools and universities for staff and for college level students interested in pursuing careers in education at Atlanta Public Schools but not tracking effectiveness of each affiliate. There is no measurement of how successful a school is in providing full-time teachers to Atlanta Public Schools. The effectiveness of establishing full-time employees in the district is not being captured.	Strengthen the affiliate program by tracking where students are being placed and if they remain with Atlanta Public Schools beyond one year and establish a database of the most successful affiliate institutions.
6	Atlanta Public Schools does not have a succession and workforce plan for all non-instructional staff but has the data and preliminary planning resources in place to create one.	<p>Create a succession and workforce plan for all non-instructional staff by using the tools, data and resources already existing throughout Atlanta Public Schools. The strategy can be developed using the framework, Steps 1-9, provided in the Recruitment and Staffing Strategies overview section. These steps include:</p> <ul style="list-style-type: none"> • Step 1: Using existing vacancy data. • Step 2: Validating potential critical positions. • Step 3: Prioritizing the list of critical positions, limiting critical positions to 10-15% of the total positions within the District to aid resource management. • Step 4: Selecting an appropriate competency model to assess and select competencies for success for each position. Validate and potentially update education and experience requirements.

Recommendation #	Description of Finding	Recommendation Summary
		<ul style="list-style-type: none"> Steps 5 and 6: Using a 9-box rubric to plot potential internal candidates for succession of critical positions and identify any growth or development needs. Steps 7 and 8: Incorporating skills and leadership training, and aligning compensation and benefit strategy, with workforce needs.
7	Atlanta Public Schools' employee tracking system does not have the ability to reference back to determine if employees who were high-performing interview candidates transition to high-performing teachers.	Create a method to connect teacher performance evaluations to the initial interview evaluations to determine if high-performing interviewees correspond to high-performing teachers.
8	There is not a formalized rubric for evaluators to follow while interviewing assistant principals and principals.	Establish an interview rubric appropriate to principal and recruitment selection and create scoring guidelines for that rubric when evaluating candidates.
9	The Central Office leadership positions – Executive Directors and Directors do not follow similar processes for hiring among departments.	Standardize the Central Office leadership hiring processes similar to principal and assistant principal hiring processes. This standardization should include: standardized questions and a scoring rubric for the hiring managers and interview panels to use for hiring of Central Office leadership positions.
10	Administrative time for interview scheduling is time consuming and time spent does not support core goals of hiring quality applicants or supporting educational services.	Invest in a scheduling system to reduce administrative time that has the ability to access calendars, schedule interview times and automatically notify panel participants when meetings have been scheduled. Atlanta Public Schools can invest in a robust HRIS system that has access to calendars to view and schedule meetings.
11	The Program Manager-Recruitment has multiple programs and methods to build pipelines for teaching, central office positions, and operations positions.	The team of three: the Manager, and two recruiters, needs resources as it continues to build on pipeline development for operations positions.

Recommendation #	Description of Finding	Recommendation Summary
	<p>The goal of the Program Manager's position and her staff is to cast as wide a net as possible for all positions. Without ample resources and developed programs, this team will not be able to source as many candidates as they should.</p>	<p>Funds allocated during budget season can be used for resources such as hiring additional recruiters or support staff for recruiters, or used towards the purchase of materials or systems for the implementation and operation of the Recruitment Ambassadors program or the Operations Referrals program.</p>
12	<p>Prescreening and vetting procedures are not catching all unqualified candidates for some operations positions. Minimum qualifications, including required certifications, should be vetted and reviewed prior to interviews being conducted. Receiving candidate applications who do not have required industry certifications or technical experience is a significant issue because it creates an inefficient review process.</p>	<p>Staffing Directors and hiring managers should review minimum qualifications and ensure required certifications are provided as part of the prescreening process.</p>
13	<p>When posting for jobs, recruiters post to the internal APS job boards and utilize multiple other venues for posting, but there are inconsistencies in the process. There is not a pre-determined job site or professional organization where industry specific jobs are going to be posted due to budget allocation confusion. Many professional organizations require a fee for jobs to be posted on their sites, and there is not a standard procedure or understanding between Human Resources and Hiring Managers of where budget allocations are coming from to post jobs on professional organizations.</p>	<p>Recruiters should automatically post to external sites including industry specific sites, and budgeting for these postings should be done during budgeting season to determine where the funding sources are coming from.</p>

Management Response

Management was provided the draft report for the Talent Management Audit on May 8, 2023. The report was reviewed with the following stakeholders on May 10, 2023, June 6, 2023, and June 8, 2023:

- Chief Human Resources Officer
- Human Resources Executive Director
- Executive Director, Office of Internal Compliance
- Responses from APS are provided in the tables below.

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Introduction

Background

In December of 2022, APS engaged Baker Tilly to perform a Talent Management audit. As a part of this engagement, we were tasked with conducting a performance management audit to assess the APS HR Talent Management function. More specifically, APS identified recent concerns and an internal investigation into the principal hiring process and the turnover of top leadership, including a lack of transparency and oversight of the leadership screening and selection process. Additionally, external risks include a highly competitive labor market, with a Georgia unemployment rate of 3.1% as of May 2023 and increasing industry challenges attracting applicants for school and central office positions. For example, a recent Professional Association of Georgia Educators survey found that 93% of schools had difficulty recruiting substitutes, over 90% of central office administrators indicated a bus driver shortage and only 25% of educators stated they were likely to recommend the profession.¹

Other external market risks include:

- Certain types of teachers are in short supply, including special education, science and math teachers
- High-poverty and high-minority school districts are more heavily impacted by teacher shortages
- Teacher pay has declined, while the cost of a four-year degree has almost doubled
- Fewer people are going to school to become teachers
- There's been a decline in Americans' esteem for teaching
- A need for increased support for teachers from states and school districts²

This was a first-time audit for the Office of Internal Compliance.

Objectives and Scope

The objectives of this audit were to assess the APS HR Talent Management function. Our scope focused on a review of talent strategy, talent management governance and HR functional infrastructure, talent metrics, workforce and succession planning, and recruitment and staffing strategies, with a specific focus on hiring practices.

¹ [Views from the Schoolhouse: Insights from Georgia Educators on the Education Profession and Supporting Students.](#)

² [6 things to know about U.S. teacher shortages and how to solve them.](#)

Methodology

The audit methodology included four primary phases:

Phase 1—Project planning and management

This phase consisted of planning the work necessary to achieve the overall audit objectives and to solidify a mutual understanding of the audit scope, objectives, deliverables, and timing between APS and Baker Tilly. Tasks included:

- Confirming scope, objectives, and timing
 - Finalizing project design
 - Identifying communication channels and reporting relationships/responsibilities of project staff
 - Assigning key responsibilities
 - Reviewing and confirming audit timelines
 - Finalizing the expected deliverables
 - Reviewing the work plan
 - Arranging logistics/administrative support
- Developing stakeholder outreach and engagement plan
 - Conducting virtual project kick-off meeting
 - Issuing an initial data request
 - Developing project schedule and key milestones
 - Confirming list of stakeholders and engagement approach
 - Identifying, scheduling, and inviting participants in collaboration with HR staff

Phase 2—Information gathering: assessment of current HR Talent Management service delivery model.

This phase involved gathering information, interviewing individuals, and analyzing the data and information to obtain sufficient evidence to address the audit objectives. Tasks included:

- Reviewing background information
- Conducting interviews with the Chief Human Resources Officer (CHRO), Interim Executive Director (ED), Director of Leadership Staffing, Director of Organizational Development, and a school staffing director

Phase 3—Analysis and gap assessment

During Phase 3, we conducted additional interviews and focus group meetings as needed with the following employees:

- Three teacher recruitment ambassadors (TRAs)
- Two principals
- Two staffing specialists
- Director of Leadership Staffing
- Director of Leadership Development

- Director of Organizational Development
- District Office Staffing Administrator (CARES)
- Operations Staffing Administrator
- Two project managers
- Two executive directors
- HRIS Technology Manager
- HR Data Strategist
- Two school staffing directors

We also conducted best practice research, documented findings, and provided ongoing project management updates during this phase. Specific tasks included:

- Service and skills gap assessment
 - Analyzing Talent Management service delivery
 - Assessing incongruencies in process and policy implementation
 - Identifying HR technology and technical skills needed and gaps.
 - Aggregating service delivery challenges and needs.
- Operations analysis and research
 - Reviewing workforce and succession planning effort integration into HR operations and practices
 - Identifying communication strategy needs
 - Researching industry best practices based on needs identified in Phase 2
 - Developing recommendations based on the findings.

Phase 4—Final report and recommendations

In Phase 4, we performed the tasks necessary to finalize audit workpapers and submit the final report. Tasks included:

- Issuing a draft report to include the audit team's findings and recommendations.
- Conducting a remote draft report meeting to review and validate the findings with HR Talent Management leadership.
- Drafting report edits
- Incorporating management responses
- Issuing a final report
- Ongoing weekly project management meetings
- Remote presentation to the APS audit committee

Each finding has a priority level and implementation timeline attached. We do not recommend that APS attempt to implement all the recommendations in this report at the same time. Therefore, recommendations are assigned either a High, Medium, or Low priority, as well as an implementation timeframe.

Baker Tilly greatly appreciates the support of the Office of Internal Compliance, Talent Management, and Human Resources Department among others in conducting this audit activity.
Thank you!

Background

In December of 2022, APS engaged Baker Tilly to perform a Talent Management Audit. As a part of this engagement, Baker Tilly was tasked with conducting a performance management audit to assess the APS HR Talent Management functions including talent strategy, talent management governance and HR functional infrastructure, talent metrics, workforce and succession planning, and recruitment and staffing strategies, with a specific focus on hiring practices. This was a first-time audit of the TMD for the Office of Internal Compliance.

The TMD is a division of the Office of Human Resources at APS, reporting directly to the Chief Human Resources Officer (CHRO). The TMD is led by an Interim Executive Director (ED). The CHRO and ED recently assumed their roles. However, they have worked in the district for several years serving in other HR capacities.

The TMD is comprised of 26 employees, including one ED and four staffing directors. Each staffing director has one staffing specialist direct report. Staffing directors are responsible for communicating with hiring managers to ensure that their hiring recommendations are aligned with the specific staffing needs of each school and department. The TMD manages the following functions:

- Recruiting
- Hiring
- Onboarding
- Offboarding

APS also has about 30 to 40 Teacher Recruitment Ambassadors (TRAs) and lead TRAs (LTRAs). TRAs receive an additional stipend to support HR talent acquisition. They are high performing teachers who review and rate teacher applicant HireVue prescreen interviews. Having the TRA role builds buy in from potential future co-workers early in the process, uses the high-performing teachers' skills to identify other potential high performing candidates in a standardized framework, provides teachers with central district office functions for career growth, and is an efficient process to reduce applicant review time for HR and school administrators.

The TMD also develops talent for career pathways, as well as new employee orientation for all positions below director and assistant principal. For example, TMD developed the Level Up Program to support the skill development employees need to “level up” their positions. The program includes a teacher leader career ladder pipeline for those interested in leveling up to instructional coach, and a paraprofessional career ladder pipeline for those interested in leveling up to teacher. APS also designed an Instructional Leadership Development Program and an Aspiring Principal Program for those interested in becoming assistant principal or principal. The department has started to build this initiative for non-instructional staff, which is expected to launch this summer.

Additionally, APS hired a new Director of Leadership Staffing in November 2022. He has used an updated principal leadership staffing process twice, bringing more transparency to the principal candidate profile by using it to build postings and screenings tailored to the school and publishing the profiles on the APS website. Social media checks were added earlier in the process and the entire school

community is invited to provide input, including students, parents, teachers, staff, and community members. APS also increased its budget to allow interims to work with the new principals and help transition them into the role.

APS uses two software systems, Global HR for TMD and Lawson Enterprise Resource Planning (ERP) for Finance. Both systems are cloud based but they are not in sync, requiring manual input and comparisons on a daily basis. During interviews, APS leadership stated that Lawson should be incorporated with the Global HR system, but there is currently no timeline for when this integration should take place. TMD also uses *SearchSoft* as its applicant tracking system. In November 2022, TMD moved to a new applicant tracking system, *Nimble*, but went back to *SearchSoft* because *Nimble* had the same system limitations.

Additionally, TMD has a dedicated data strategist who is responsible for creating data visualizations in Tableau for recruitment and retention data. Previously, APS outsourced retention analysis for teachers and principals only, but now it is completed internally for all staff and includes tracking of central district office staff.

Audit Results

This section summarizes the results of our audit. The findings are categorized according to their relevance in each of the following areas within APS HR Talent Management:

- Talent strategy, including workforce and succession planning.
- Talent management governance and HR functional infrastructure
- Talent metrics
- Recruitment and staffing strategies, with a specific focus on hiring practices.

Talent Strategy

Overview

The TMD team is responsible for the recruitment and management of all talent for Atlanta Public Schools. TMD is responsible for, and must build, strategies for hiring each unique group of staff throughout the organization. APS employs a wide variety of positions ranging from in-school positions and support staff such as: Teachers, Assistant Principals, Principals, and Social Workers; as well as positions at the Central Office who perform administrative functions of the district such as Superintendents, Finance Department staff, and Facility Management.

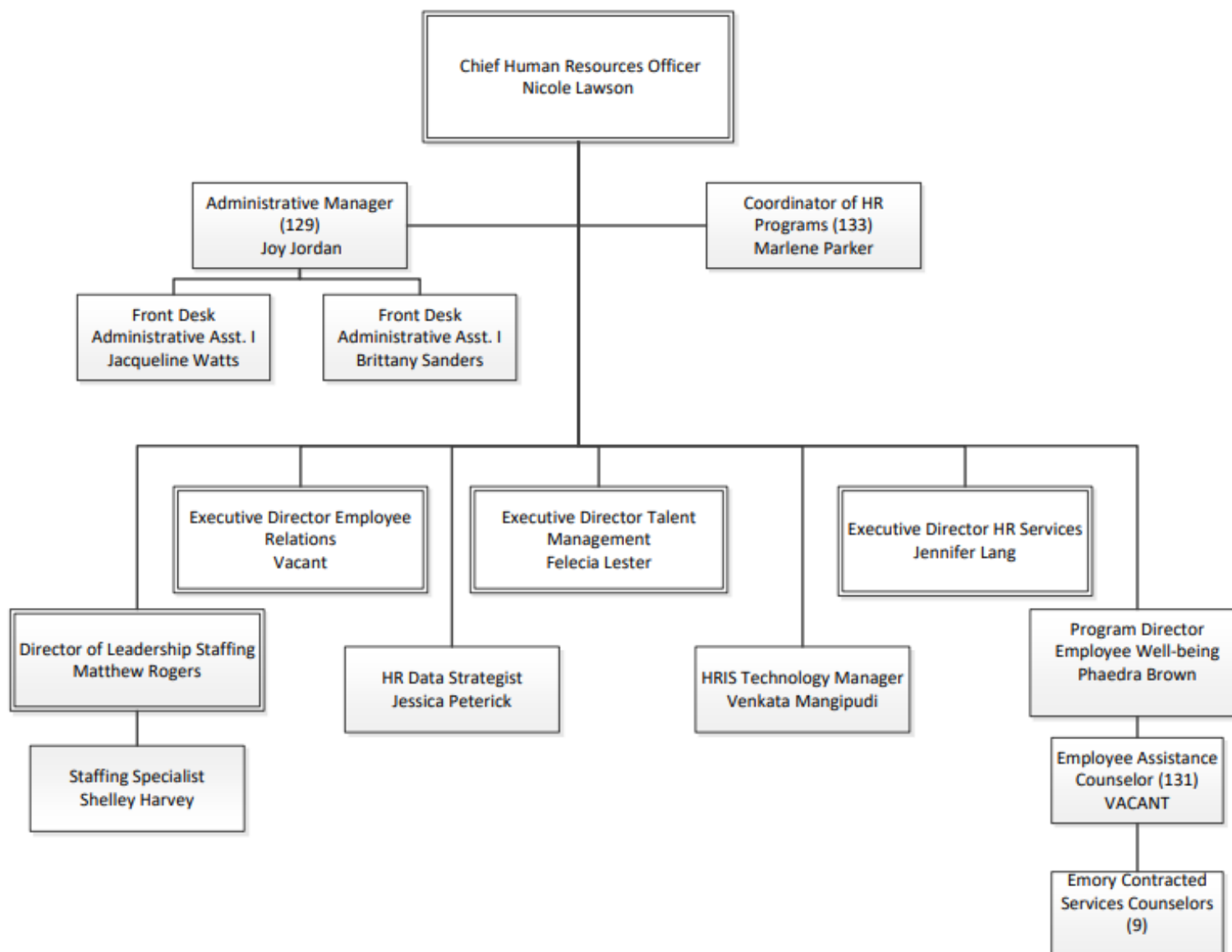
Talent Strategy		
No.	Finding	Recommendation
1	<p>Atlanta Public Schools does not have a robust talent strategy for non-instructional staff such as positions at the Central Office, and other in-school personnel including Social Workers, and Nurses. External pipeline development, internal pipeline development, targeted recruitment, or recruitment initiatives established are minimal.</p> <p>Atlanta Public Schools is a large dynamic organization with a broad range of staffing needs in various departments outside of classrooms. The district has been successful establishing programs to channel future teachers and student teachers to the district but lacks the strategy to address other broad staffing needs.</p>	<p>Establish an effective talent strategy for non-instructional personnel at Atlanta Public Schools. Use talent management data to determine where the greatest non-instructional needs are. Develop a pilot program, similar to the programs in place for educators, to bring non-instructional personnel to the district.</p>
Priority and timeline: MEDIUM , 6–12 Months		

Talent Management Governance and HR Functional Infrastructure

Overview

Human Resources is divided into the following divisions: Employee Relations, Talent Management, and HR Services. There are a number of direct reports to the Chief Human Resources Officer that include administrative support, leadership staffing, the HR Data Strategist, the HRIS Technology Manager and Well-Being program staff.

- Employee Relations serves all employees of APS led by a Director.
- Talent Management (detailed below) performs all talent management functions for APS and is led by an Executive Director
- HR Services performs certification, class, and compensation work.
- Leadership Staffing, comprised of the Director and a specialist are charged with the sourcing and hiring of assistant principals, principals, and leadership positions in the Central Office
- The HR Data Strategist supports the entire HR team through the manipulation, analysis and reporting on all HR relevant data.
- The HRIS Technology Manager supports all of Human Resources with technology training and supports the systems used within the department:
 - Global HR and Lawson S3
- Well-Being staff is staffed by a Program Director and a staff of two, one position being vacant.



Leadership Development sits outside of Human Resources in a one-person department with a director as its staff but works in collaboration with Organizational Development and Leadership Staffing in Human Resources.

Talent Management is comprised of the following sub-divisions and positions: Staffing Administrator Substitute Services, School Staffing Directors, District Office Staffing Administration, Operations Staffing, and Organizational Development

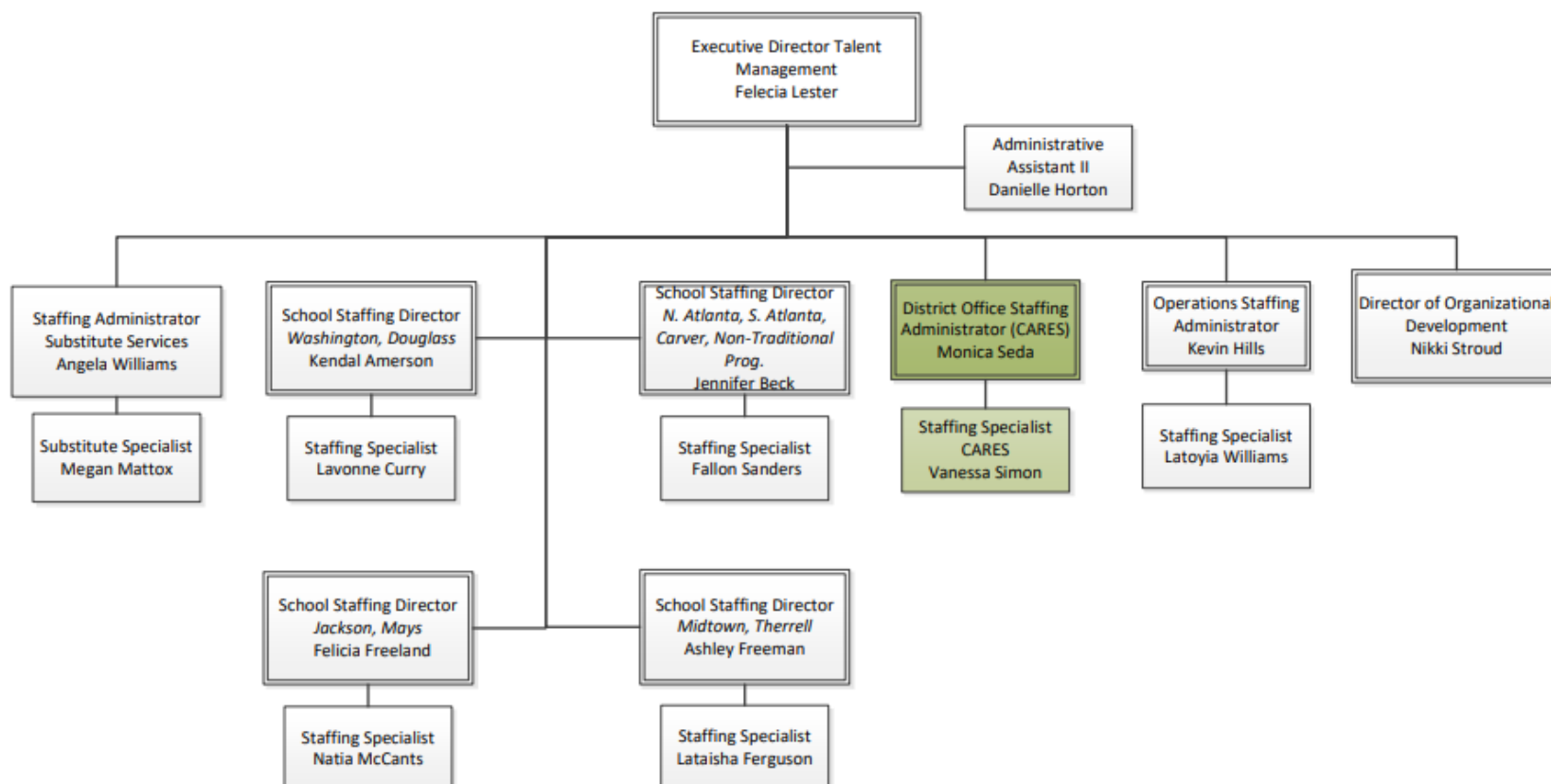
- Staffing Administrator Substitute Services and its staff focus on the substitute teachers of the district.
- School Staffing Directors and their specialists are organized by school clusters within APS to fill vacancies in the schools and onboard those persons when they are hired.
- District Office Staffing and Operations Staffing support the Central Office to fill vacancies and onboard those people when they are hired.
- Organizational Development delivers LevelUP development programs for various groups within APS up to the assistant principal level.



Human Resources

FY23

Talent Management



Talent Management Governance and HR Functional Infrastructure

No. Finding

Recommendation

2 The Academy to Innovate HR (AIHR) notes the 12 key pillars of a successful HR department includes leadership and development, "The 12 Key functions of Human Resources, Erik van Vulpen." The Director of Leadership Development is the District's dedicated resource to support this best practice. The position is in the Leadership Development department but is an office within the Division of Schools. At its inception, the position was focused solely on the development of principals but now the District intends for the position to support leadership development more broadly for Directors and above within the APS system. While the functions have expanded, this is an office of one person with no support staff. The Director piloted leadership development courses for Central District during the 2020-2021 academic year but has not continued the offering due to limited time available to support the program. The position works most closely with the Organizational Development division to align programming with pipeline needs and job duties fully align with HR functions although the position is located outside of the HR Department.

Move the Director of Leadership Development to the HR department, possibly within the Organizational Development division. This move would create alignment with existing and planned programs of the Director of Leadership Development and the Director of Organizational Development. The Director is already working with other leaders in the HR department. Being a member of the HR department can provide shared resources, institutional knowledge, and a more natural fit for this programming. Placing this position within Organizational Development where delivery and operation of the LevelUp program sits would provide a complement for the Leader Tracking program.

Determine and fund any additional resources needed to ensure the plans for the Leader Tracking program expansion to support the Central Office are able to be run successfully.

Priority and timeline: HIGH, <0-6 Months

3 New hires are provided a salary range rather than a specific salary during the position offer. Specific salaries are not determined until after the Compensation Department receives a completed Employee Verification Packet. New hires are offered job salaries beginning at the minimum salary tier of their positions until the Employee Verification Packet is received and evaluated by the Compensation Department, then paid retroactively to be made whole.

The starting salary is finalized only after the new employee verifies their work history with their previous employers by receiving signatures on the Atlanta Public Schools Experience Verification Form. The process of verifying previous

Evaluate the Employee Verification process to determine its effectiveness. Explore alternative procedures to confirm employee work history, and transition from communicating an automatic step zero starting salary for all new employees.

Talent Management Governance and HR Functional Infrastructure

work history is cumbersome and challenging for many new staff. There are times when potential employees forego opportunities with Atlanta Public

Priority and timeline: MEDIUM, 6–12 Months

4

Atlanta Public Schools uses two main systems, Global HR for Human Resources functions and Lawson S3 for finance functions. Lawson has been in use since the early 2000s. The systems do not speak to each other and require a multitude of data transfers, both manual and automatic to maintain the exchange of data and to allow critical systems to run for APS. A long-term plan exists for incorporating Finance processes into GlobalHR, but no certain date has been set. GlobalHR does have the necessary modules needed for Finance processing. Data feeds and transfers are completed six or more times a day, more during the busy times of hiring in the summer months of June through August. Without these data transfers, processes for both groups would be interrupted. For Human Resources, positions cannot be created without the proper accounting units and corresponding coding assigned. This process is done after an export from Lawson to GlobalHR, assigned within GlobalHR, and then manually uploaded back to Lawson. Failures exist in the Lawson system driven by the need to continually perform manual and patch upgrades to keep the system in operation due to the system's age. Missed or late annual fee payments also cause the system to fail. Multiple other systems are also in use within APS: NewHire Enterprise (formerly *SearchSoft*) for job postings, Nasdaq OneReport and GA Credentials for credential verification. Data from the GA Credential system must be manually entered to GlobalHR, this is performed by the HRIS Manager. All of the manual data feeds take a considerable amount of staff time and create room for error. Data is also not housed in one central location for use by APS staff. Outside of formal software, staff are using google sheets, outlook calendars, and Tableau dashboards.

Staff have expressed the complications of multiple systems, the manual effort needed to maintain them, and the desire for systems that are integrated to allow for more robust functionality including a learning management system and easier identification and storage of certification documents for applicants.

All the processes that are attributable to hiring staff for the district are interconnected and rely on information from other parts of the process. The lack of one centralized system creates room for error and demands on staff time for manual processes. Prioritize determining an appropriate date for moving all functions to the GlobalHR program. As part of the system transition, involve IT and HR subject matter experts to inform the business operation needs.

Priority and timeline: HIGH, 6-12 Months

Talent Metrics

Overview

The APS Human Resources team maintains lots of useful data on:

- Talent Management Metrics: organized by school cluster including position, supervisors, tenure, retention numbers and promotion information, number of hired teachers in those clusters and related funnel statistics, and other APS scoring data.
- Day One Talent metrics: target dates for hiring recommendation submittals for both teachers and non-teaching staff, promotion deadlines and related approvals, onboarding dates for teachers, assistant principals and principals, job offers extended, and target dates for external hiring recommendations.
- Vacancy Tracker Data: organized by school or department, where the position is funded and the number days it takes to fill the position.
- Surveys:
 - Intent Surveys: intent to return, retire, resign.
 - Talent Pulse Surveys: general questions about employee's experience with APS related to resources, data, development, etc.

A gap in the Atlanta Public Schools data is the lack of a methodology to provide data on returning Student Teachers from affiliate institutions. Atlanta Public Schools does not have a tracking system to determine where student teachers are being placed and if they decide to remain with the School District beyond their first year. Establishing a method to track the success rate of each Student Teacher will provide data on which affiliate institution provides the most quality candidates for the School District.

The Human Resources department employs an HR Data Strategist reporting directly to the Chief Human Resources Officer. This position creates data visualizations in Tableau to assist all divisions, including the Talent Management Division, in making data-informed decisions and tracking program and initiative processes. The Human Resources Data Strategist compiles data from surveys to use throughout the organization to create Tableau Dashboards for TMD leadership to monitor operations such as assessing turnover rates and plan for school-based vacancies for upcoming academic years. Dashboard views created by the Data Strategist include Exit Surveys, Substitute Requests, Strategic Initiatives, Employee Retention, Teachers New to the Building, budgeted vs. Actuals, Workload Trackers, HR Vacancy Tracker, Educator Talent Management, HR Compensation Workload, Intent to Return, Talent Pulse and Employee Demographics.

These views are used by HR and TMD leadership to assess an array of metrics including staff departure reasons, time to fill positions and the ability to drill down by school for further detail into this metric, hiring for principals and general opinions and information from teachers to work towards improving their experience with APS.

Talent Metrics

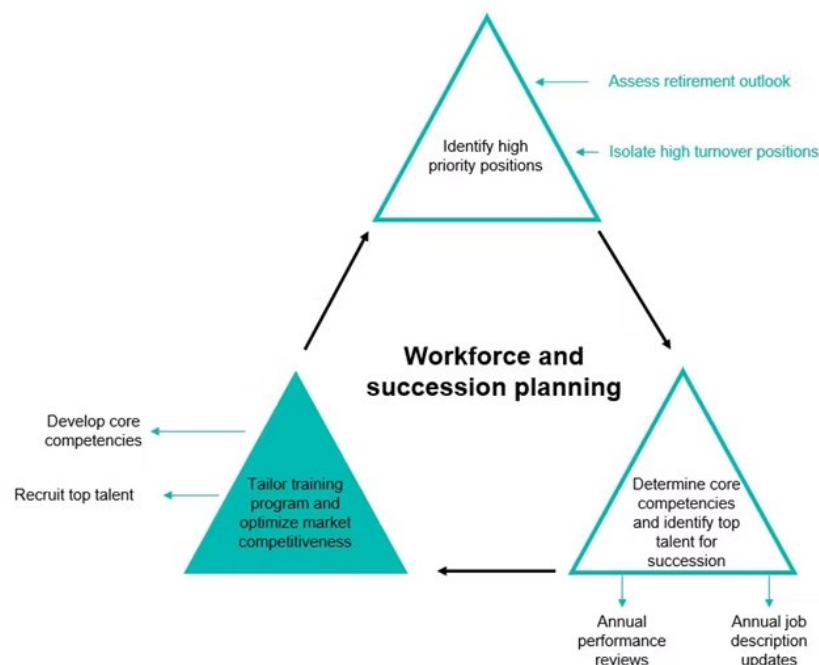
No.	Finding	Recommendation
5	<p>There are 10 APS affiliate universities, and 38 standing Memorandums of Understandings (MOUs) in place with additional universities. MOUs are established between Atlanta Public Schools and universities to provide resources for staff who are interested in advancing their careers in education or securing their teaching certifications.</p> <p>MOUs are also established externally by university attendees who are interested in careers in education. APS prepares a mutually beneficial MOU to provide the student experience for a career in teaching. Once applicants have been processed, principals are contacted to determine which school has capacity for the student applicants and which school would be the best fit for them at APS. APS is not tracking where student teachers are placed, and if they are deciding to continue teaching at the district after their first year.</p>	<p>Recruiting students to APS is a great mutually beneficial opportunity for the organization and students. The program can be improved by tracking where student teachers are placed within the district and if they decide to remain with the district beyond their first year. Improving tracking methods of student teachers will also provide APS with more data of which affiliate institutions traditionally provide the best quality teachers.</p>
Priority and timeline: LOW, 12-18 Months		

Workforce and Succession Planning

Overview

A workforce and succession planning program takes a wholistic view across the organization, from entry-level positions to leadership positions in all departments. The purpose of this assessment is to identify and plan for the positions that are critical to fulfilling the organization's business priorities and goals. A workforce plan identifies necessary employee skills and qualifications, existing skill gaps, potential skill gaps when vacancies occur, and if leaders need to develop or recruit external talent.

A framework for a workforce and succession plan can start at any point in the year but generally follows these steps:



- Step 1: Analyze the organization's potential retirements and high turnover positions
- Step 2: Identify potential priority positions.
- Step 3: Prioritize the positions for the succession plan program.
- Step 4: Review core competencies of the prioritized positions
- Step 5: Identify the talent pool for succession of the prioritized positions.
- Step 6: Build the talent bench.
- Step 7: Build the training and development program
- Step 8: Optimize competitiveness in the market.
- Step 9: Review and repeat the process.

APS has many resources and ample amounts of data available to create a robust workforce and succession planning strategy for all recruited positions. The HR Data Strategist owns the data manipulation, while the Director of Leadership Development owns, and is building other programs that combined with the data analysis, critical elements that can create a workforce and succession planning program.

Workforce and Succession Planning

No.	Finding	Recommendation
6	<p>The District executes many component parts of a workforce and succession planning program, specifically on a year-to year planning basis, but does not have a formal program in place to plan for all non-instructional staff potential vacancies and skill gap needs in the 2–5-year range. The Society for Human Resources Management (SHRM) notes how critical succession planning is, and how organizations need to be prepared for potentially large amounts of employees retiring as soon as they reach retirement age.³</p> <p>Existing data analysis and development programs in place, and in the process of being developed, are available to serve as the foundation to build a workforce and succession planning program for all non-instructional staff. The absence of a workforce succession plan for non-instructional staff inhibits the District’s ability to plan for large amounts of retirements, predict other potential vacancies, and proactively build strong pipelines to fill those positions.</p>	<p>Create a succession and workforce plan for all non-instructional staff with a five-year assessment, which identifies critical position needs across the District and prioritizes resources to internally develop the required skills and qualifications or competitively externally recruit for positions.</p> <p>The framework provided in the overview section can help guide the TMD execute a workforce succession plan. Specific existing resources that can serve as a base or reference material throughout the process include:</p> <ul style="list-style-type: none"> • Step 1: Use the existing vacancy data maintained by the Data Strategist, information from Exit Surveys and Intent Surveys, and retirement eligibility analysis. • Step 2: Validate potential critical positions and add any additional critical positions through conversations with Department leaders to determine a final list to begin the identification of succession candidates. • Step 3: Prioritize the positions, limiting critical positions to 10-15% of the total positions within the District to aid resource management. • Step 4: Select an appropriate competency model to assess and select competencies for success for each position. Validate and potentially update education and experience requirements. • Step 5 and 6: Use a 9-box rubric to plot potential internal candidates for succession of critical positions and identify any growth or development needs. Identify during this step if external recruitment is needed. Teaching positions will always require external recruitment, but these steps allow the TMD to update any position requirements regularly, and in

³ [Succession Planning is Critical in Uncertain Times, SHRM, Kathryn Tyler, 2022.](#)

Workforce and Succession Planning

	<p>turn, assess new candidates against those updated minimum qualifications.</p> <ul style="list-style-type: none"> • Step 7 and 8: Incorporate skills and leadership training, and align compensation and benefit strategy, with workforce needs. <p>Other Tableau dashboards that would be useful in this program are exit surveys, a vacancy tracker, stipend data, components of the Educator Talent Management dashboard and components of the Talent Pulse survey. Additionally, conversations with the Director of Leadership Development indicate a desire to develop a program titled Leader Tracking which would incorporate vacancy rate data as well as some of the survey questions from the Talent Pulse survey. The goal of the Leader Tracking program is to find those individuals interested in moving to assistant principals and principal positions, as well as for teachers looking to move into positions of leadership whether that may be within the school or at the Central Office. This program would complement the workforce and succession planning program.</p>
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Priority and timeline: HIGH, <0-6 Months

Recruitment and Staffing Strategies

Overview

Recruitment and Staffing strategies need to be built for every group recruited within the APS system as hiring for those groups have diverse needs and very different pools of candidates:

- Teachers
- Assistant Principals and Principals
- School support staff
- Central Office staff

Leaders of each groups' pipeline have developed various formats of standardization of recruitment and interviewing. Posting for positions is done both internally and externally to a variety of sources and through a variety of mediums. In-school positions have a robust

recruitment strategy. Best practices, as noted in “Teacher Recruitment Strategies that Work”⁴ for hiring teachers highlight the use of broad and targeting marketing for recruitment reach and looking to specialized programs for filling positions. APS is using many forms of outreach outside of internal postings: various websites and platforms (Indeed, Facebook ads, etc.) and radio and TV advertisements. Additionally, the District uses teacher residency programs to gain more reach and applicants for teaching positions.

The steps of APS recruitment and staffing are listed below with the process owners:

- Position requisition – Requisitions are performed by Staffing Directors (teaching positions), Staffing Administrators (Operations/Central Office) or Leadership Staffing (assistant principals/principals and executive directors/directors)
- Position advertisement/posting – Posting is done by Staffing Directors and Organizational Development (teaching positions), Staffing Administrators (Operations/Central Office) along with dedicated recruiters for teacher and Central Office positions and operations positions, Leadership Staffing posts for assistant principals, principals and executive directors/directors.
- Interviewing of candidates – Leadership Staffing moves candidates through a tiered interview process for assistant principals, principals, and executive directors/directors at the Central Office. TRAs participate in interviews for teachers. Central Office interviewing is managed by the department hiring manager.
- Position offers sent to selected candidates – Staffing Directors (teaching positions), Staffing Administrators (Operations/Central Office) or Leadership Staffing (assistant principals/principals and executive directors/directors)
- Candidate acceptance
- Background verification and vetting of experience and any required certifications – Verification and vetting is performed by Staffing Directors (teaching positions), Staffing Administrators (Operations/Central Office) or Leadership Staffing (assistant principals/principals and executive directors/directors)
- Onboarding – Staffing Specialists onboard candidates after they accept offers.

Recruitment for schools and the Central Office share many similarities but differ on the interview portion of the process. For leadership positions in the schools (assistant principals/principals), a four-tiered process is followed. Central Office leadership positions (executive directors/directors) vary between departments, but an effort is underway to standardize the processes across all departments. The HireVue tool involves all levels and departments. Hiring teachers is also cyclical, with the busiest times coming in the summer prior to the school year beginning.

Schools have an annual recruitment cycle: Intent surveys are sent to teachers during the early part of the year, from January to March. The results of these surveys help identify what teaching positions will be needed for the following year. The budget season also starts during the same period and staffing directors and principals are given their budgets and information to assess what staffing will look like in the fall for the next school year. Staffing conferences are held in February. Information from these conferences, along with the intent survey information informs what potential vacancy lists will look like.

⁴ [Teacher Recruitment Strategies That Work, EducationWeek, Elizabeth Heubeck, 2020](#)

Recruitment and Staffing Strategies

No. Finding

7	The School District has an established applicant grading system in HireVue to rank candidates on a scale from 1-5. High performing candidates with an average ranking 3.5 or above are validated by the lead TRA, and immediately referred to hiring managers, or Principals for further evaluation. Atlanta Public Schools' employee tracking system does not have the ability to reference back to determine if employee who were high-performing interview candidates transition to high-performing teachers.
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Recommendation

Create a method to connect teacher performance evaluations to the initial interview evaluations. The data will provide Atlanta Public Schools with information to determine if there is a correlation between high-performing interview candidates and high-performing employees. Once the methods have been established and data is collected, Atlanta Public Schools can consider expanding their incentive programs to reward high-performing interviewees with signing bonuses.

Priority and timeline: HIGH, 6-12 Months

Recruitment and Staffing Strategies

8	<p>The Leadership Staffing Director noted a standardized interview rubric is not used for scoring candidates during the process of interviewing assistant principals and principals and executive directors/director positions. A four-tiered process is used for the interviewing of assistant principals and principals. Tier 3 of that process for hiring principals involves the use of a Governance or GoTeam. The GoTeam is comprised of teacher representatives, parents, community members, and high school students if the principal position is in a high school. These team members are selected through an election process and usually contain 9-13 members. The team is also used to steer strategic priorities for the school. When the GoTeam is involved in an interview, they do not use a standardized rubric for scoring candidates but instead participate in a debrief post interview to discuss how candidates answered questions. Plans are underway to standardize this same tiered process for the Central Office leadership positions. There is a scoring rubric used for central office interviews, but it is not used for Central Office leadership interviews, the rubric however, does not have a criteria or legend defining settings or parameters of what qualifies as an associated rank.</p> <p>The absence of a standardized rubric can create an environment for unintentional personal bias and looking at 'cultural' fit for the organization through that lens of bias versus the candidates experience and qualifications. Industry standards identify the use of a standardized rubric as an evaluation tool that leads selection teams to standardize candidate evaluation across the same measures. The Society for Human Resources Management (SHRM) notes that determining a quality hire needs data to support the decision. Using a standardized rubric and scoring can illustrate patterns and trends for interviewers to assess amongst all candidates. It also can allow employers to more easily assess their interviewing processes as they can start by reviewing that rubric and making the necessary changes. "Data Analytics Make Understanding Quality of Hire Possible, Nov. 2022"⁵.</p>	<p>Establish an interview rubric appropriate to principal and recruitment selection and create scoring guidelines for that rubric when evaluating candidates. Provide and continually train any new members of GoTeams and other interview panel participants at any point of the interview process on the rubric to ensure all members know how to use the rubric correctly.</p> <p>Refer to Appendix A with the sample candidate evaluation from SHRM as a guide to developing a form appropriate for the needs of APS principal hiring.</p>
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Priority and timeline: HIGH, <0-6 Months

⁵ [Data Analytics Make Understanding Quality of Hire Possible, SHRM, Roy Maurer, 2022](#)

Recruitment and Staffing Strategies

9	<p>The Leadership Staffing Director has drafted a tiered hiring process for Directors and Executive Directors in the Atlanta Public School Central Office similar to the process for principals and assistant principals. Each department within the Central Office performs hiring processes for Directors and Executive Directors differently; a standardized process does not exist across the Central Office departments. While a standardized process does not exist, there are some shared processes with Leadership Staffing between principal and assistant principal hiring and Central Office leadership hiring: standardization and validation of interview questions and participation in interview committee. Each department has autonomy with the hiring process of these individuals. The processes are therefore unable to be compared to assess potential process improvement because they do not share the same steps and components.</p>	<p>Standardize the Central Office hiring processes similar to principal and assistant principal hiring processes. Deliver standardized questions and a scoring rubric to the hiring managers and interview panels used for these positions. Allow departments to retain some autonomy as it relates to individual department needs, for example, where a position should meet with a superintendent to finalize the hiring of that individual and where the hiring manager should be the final decision. At any level of interviews however, standardized questions and rubrics should be used.</p>
<p>Priority and timeline: MEDIUM, 12-18 Months</p>		
10	<p>Hiring Managers are responsible for scheduling interviews with applicants and using Outlook or Google calendars, looking across interview panel calendar availability to initiate interview times with the applicants. Administrative time for interview scheduling is time consuming and time spent does not support core goals of hiring quality applicants or supporting educational services.</p>	<p>Invest in a scheduling system to reduce administrative time. The system should have the capability to:</p> <ol style="list-style-type: none"> 1. Pull availability from hiring panel calendars. 2. Allow the applicant to initiate/schedule the interview time. 3. Allow the Hiring Manager or designated TRA to reschedule the interview. 4. Notify interview panel participants when the meeting is set.
<p>Priority and timeline: MEDIUM, 12-18 Months</p>		

Recruitment and Staffing Strategies

11	<p>The Program Manager-Recruitment has a staff of two recruiters, one focusing on teachers and Central Office positions, and the other focusing on operations positions in the district. As the needs for hiring in the district grow, the Program Manager will need additional resources to accommodate that growth. Building out two programs: Recruitment Ambassadors and Operations Referrals will need funding to be approved during the budget cycle. The dedicated operations recruiter is a recent hire after being observed as a need on the team. The team focuses on how to build the pipelines for those areas, and where they can expand their reach. They are using multiple venues for posting Facebook advertising, Twitter, LinkedIn, Glassdoor, Indeed, Zip recruiter, Teach Georgia as well as the use of TV and radio advertising and plan to expand to use billboard advertising. More traditional forms of direct recruiting such as job fairs and phone calls are also used. These types of events were noted to be more successful for some operations positions that do not involve as much technical training and where the team sees large volumes of positions to fill. Recruiting partnerships are also in place with local technical schools and veteran's groups. Without approved funding of additional resources to support this team either in staff or program development, the team will not be able to cast the wide nets needed for successful recruitment.</p>	<p>The Manager noted a desire to build out a Recruitment Ambassadors program to assist her operations recruiter and an Operations Referral Program. The Recruitment Ambassadors program would mirror the TRA program while the Operations Referral program would be built around stipends provided to staff for successful recruitment referrals. Preliminary ideas include a stipend of \$250 offered to the staff member who provided a successful referral. What defines a successful referral would also need to be completed prior to the program's implementation. Both programs are being built out both in structure and resources needed and would need to be approved with the upcoming budget. Resources will be needed to operate these programs, including funding and potentially in the form of additional staff.</p>
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Priority and timeline: LOW, 12-18 Months

12	<p>The central district office has two dedicated Staffing Directors and a Staffing Specialist who vet candidates and screen them for minimum qualifications. Minimum qualifications, including required certifications, should be vetted and reviewed prior to interviews being conducted. Prescreening and vetting processes are sometimes allowing unqualified and unexperienced candidates to reach hiring managers for operations positions. Receiving candidate applications who do not have specific industry certifications or technical experience is a large issue because it creates an inefficient review process.</p>	<p>Staffing Directors and hiring managers should review minimum qualifications and ensure required certifications are provided as part of the prescreening process. The change in process will reduce the number of unqualified candidates that are passed to hiring managers.</p>
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Priority and timeline: HIGH, <0-6 Months

Recruitment and Staffing Strategies

13

When posting for jobs, recruiters post to the internal APS job boards and also utilize multiple other venues for posting. There are inconsistencies in how jobs are posted. Some jobs are posted automatically, and others are done at the request of the hiring manager. There is also not a pre-determined job site or professional organization where industry specific jobs are going to be posted due to budget allocation confusion as many professional organizations require a fee for jobs to be posted on their sites. There is not a standardized procedure or understanding of where budget allocations are coming from to post jobs on professional organizations between Human Resources and Hiring Managers.

Recruiters should automatically post to external sites including industry specific sites, for example websites and professional organizations or institutions specifically catering to a certain skillset. Budgeting for these postings should be done during budget season to identify where the budget allocation should be placed so the postings are able to be completed without the delay that occurs with that budget discussion.

Priority and timeline: MEDIUM, 6-12 Months

Observations

Over the course of the audit, Baker Tilly observed areas for improvement for APS Talent Management. These observations do not have benchmarks, defined expected performance, measurable outcomes, or standards criteria. A management response is not required. Observations are provided to further assist departments and APS as they continue to proactively improve the Talent Management Department recruitment and hiring efforts, talent management and strategy and better use of talent metrics.

Other Observations		
No.	Area	Observation
1	Talent Metrics	As noted in Finding #3, the APS Finance and HR systems are not integrated and the lack of integration impacts HR functions outside of talent acquisition. IT staff manually check and edit data from multiple sources to make sure they match before exporting information to provide for whomever is requesting the information. Data requests come from various people such as superintendents, and principals as well as external public information requests such as FOIA and the State of Georgia for regulatory compliance. An excessive number of reports, up to 70+/week, are generated to ensure the systems are in sync. The need to compile information from the two systems results in lengthy reporting times and inefficiencies.
2	Talent Metrics	There has been a higher-than-normal turnover rate for principals and teachers in recent years. Exit interview data suggests that some of the reasons for the turnover include burnout, an 11% dip in interest in education industry jobs, and a new superintendent who joined the organization and an accompanying shift in philosophy. An analysis of the exit interview data along with other Tableau dashboards as part of the succession and workforce program would assist TMD in potential changes to marketing efforts for recruitment and branding of the district to attract more candidates.
3	Recruitment and Staffing Strategies	The Leadership Staffing Director conducted stay interviews with graduates from the Leadership Development program to better understand skills and experience gaps and desired growth areas. With the move of the Director of Leadership Development to the HR department, this responsibility should be transitioned to the Leadership Development Director to ensure that there is not a duplication of effort.

Appendix A: Sample Evaluation Form

Candidate Evaluation Form

Candidate Name: _____ Position: _____

Interviewer Name: _____ Date: _____

Scoring

Candidate evaluation forms are to be completed by the interviewer to rank the candidate's overall qualifications for the position to which he or she has applied. Under each heading, the interviewer should give the candidate a numerical rating and write specific job-related comments in the space provided. The numerical rating system is based on the following:

5 – Exceptional (Consistently demonstrates competency and provides many good examples) 4 - Above Average (Demonstrates competency and provides many good examples) 3 – Average (Demonstrates competency and provides some good examples) 2 - Below Average (Inconsistency demonstrates competency and provides few good examples) 1 – Unsatisfactory (Fails to demonstrate competency and provides poor examples)

	Rating				
	5	4	3	2	1
Educational Background: Does the candidate have the appropriate educational qualifications or training for this position? Comments:					
Prior Work Experience: Has the candidate acquired similar skills or qualifications through past work experiences? Comments:					
Technical Qualifications/Experience: Does the candidate have the technical skills necessary for this position? Comments:					

Verbal Communication: Did the candidate demonstrate effective communication skills during the interview? Comments:					
Candidate Enthusiasm: Did the candidate show enthusiasm for the position and the company? Comments:					
Knowledge of Company: Did the candidate show evidence of having researched the company prior to the interview? Comments:					
Teambuilding/Interpersonal Skills: Did the candidate demonstrate, through his or her answers, good teambuilding/interpersonal skills? Comments:					
Initiative: Did the candidate demonstrate, through his or her answers, a high degree of initiative? Comments:					
Time Management: Did the candidate demonstrate, through his or her answers, good time management skills? Comments:					
Customer Service: Did the candidate demonstrate, through his or her answers, a high level of customer service skills/abilities? Comments:					
Overall Impression and Recommendation: Final comments and recommendations for proceeding with the candidate. Comments:					

Appendix B: Management Response



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Talent Management Assessment/Audit Response SY23

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
1	Atlanta Public Schools does not have a talent strategy for non-instructional staff such as central office positions, social workers, and nurses.	<p>Partially Agree: The APS-KSU Partnership is designed to provide professional development and credentialing opportunities that upskill and create clear career advancement pathways for employees within Atlanta Public Schools. APS-KSU Partnership. The Organization Development Department has rolled out a series of training for non-certified staff. Administrative Assistance serves as the pilot group.</p> <p>general pathways (1).pdf</p> <p>Health Requirements Flyer 2022 2023FINAL.pdf</p> <p>Health Services Training Series Flyer 080122.pdf</p> <p>leadership skills.pdf</p> <p>project management.pdf</p>	High	Strategy	<p>Nikki Stroud, Director, Organizational Development</p> <p>Janet Johnson, Program Manager</p> <p>Lyndonia Mckenzie, Learning Management Specialist</p>	August 1, 2024

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
		support staff.pdf				
2.	The Director of Leadership Development sits in the Leadership Development department but is an office within the Division of Schools inclusive of one person without any support staff despite expanded functions. When the position was originally created, the intent was to focus solely on the development of APS Principals. Now the position is responsible for supporting leadership development more broadly for Directors and high-level leadership within the APS system.	<p>Agree: The transfer of the Leadership Development Unit to the Division of Human Resources was slated to occur prior to the assessment with an effective date of July 1, 2023, the beginning of the APS Fiscal Calendar.</p> <p>Transfer pending: Transfer the Director of Leadership Development to the HR department, within the Organizational Development division.</p>	High	Organizational Structure	Felecia Lester, Executive Director-Talent Management	August 1, 2024
3	New hires are all offered job salaries beginning at the step zero, or minimum, salary tier of their positions until the Employee Verification Packet and necessary certifications for the positions are received and evaluated by the Compensation Department.	<p>Agree: This recommendation is in alignment with our recommendations from the 2023 Classification and Compensation Study. The effective date of this change is June 1, 2023.</p> <p>The process of verifying experience has changed for new hires. Staffing Directors and the Compensation team will review resumes and references. New hires will start at the maximum salary and will have 90 days to complete employment verifications.</p>	High	Process Improvement	Staffing Directors Compensation Analyst	July 31, 2023

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
4.	Atlanta Public Schools is using two main systems for finance functions that are not integrated, and requires a multitude of data transfers, both manual and automatic to maintain the exchange of data and to allow critical systems to run for the district. Human Resources cannot create positions without proper accounting units and corresponding coding assignments existing in the Finance system.	Agree: The Information Technology Team has launched a Request for Information process to begin the process of exploring for solutions	High	Systems	Venkata Mangipudi, HRIS Technical Manager	August 1, 2024 For the 2024-2025 school year

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
5	MOUs are established between Atlanta Public Schools and universities for staff and for college level students interested in pursuing careers in education at Atlanta Public Schools but not tracking effectiveness of each affiliate. There is no measurement of how successful a school is in providing full-time teachers to Atlanta Public Schools. Effectiveness of establishing full-time employees to the district is not being captured.	<p>Agree: Student Interns are effective at a Tier 1 level and where students are hired.</p> <p>Recommendation Action to Implement:</p> <p>Strengthen the affiliate program by tracking where students are being placed and if they remain with Atlanta Public Schools beyond one year and establish a database of the most successful affiliate institutions.</p>	Medium	Process Improvement	<p>Rita McGlothlin, Project Manager II, Retention</p> <p>Marcelle Ellison, Project Manager</p>	July 1, 2024
6.	Atlanta Public Schools does not have a succession and workforce plan for all non-instructional staff but has the data and preliminary planning resources in place to create one.	<p>Agree: APS does have a workforce development strategy set by the Atlanta Board of Education "Equipping and Empowering Leaders and Staff". We have the Talent Review Toolkit which is a "9-box matrix" system used for managers to plot.</p>	High	Strategy	<p>Janet Johnson, Program Manager</p> <p>Lyndonia Mckenzie, Learning Specialist</p>	August 1, 2024

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
7	Atlanta Public Schools' employee tracking system does not have the ability to reference back to determine if employees who were high-performing interview candidates transition to high-performing teachers.	Agree: The HR department is in collaboration with the DIG Team to determine the effectiveness of HireVue and Teacher/Leader Insight ratings and its collaboration to Talent Review Scores and student MAP Data. HireVue & Demographics Research & Search Soft & Talent Review Research	High	Strategy	Jessica Peterick, Data Strategist	August 1, 2024
8	There is not a formalized rubric for evaluators to follow while interviewing assistant principals and principals.	Partially Agree: APS has a competence based Principal Selection Model that was established in 2015-16. Additionally, we have the Leadership Readiness Criteria Leadership Development Criteria . We utilize rubrics throughout the selection process and we have now instituted a numerical scoring guideline to accompany the rubrics at each tier of the process.	High	Process Improvement	Matthew Rogers, Leadership Staffing	January 1, 2024
9.	The Central Office leadership positions-Executive Directors do not follow similar process for hiring among departments	Agree: APS does have a similar process for Central Office Leadership. The specificity of the central office roles require interview questions germane to the roles, templates and HireVues. Central Office staff work closely with Staffing Directors and Recruitment to build interview questions and performance tasks.	Medium	Process Improvement	Matthew Rogers, Leadership Staffing	December 31, 2024

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
10.	Administrative time for interview scheduling is time consuming and time spent does not support core goals of hiring quality applicants or supporting educational services.	Agree: Frontline, new applicant tracking system, will reduce interview scheduling time.	Medium	Process Improvement	Felecia Lester, Executive Director-Talent Management	December 31, 2024
11.	The Program Manager-Recruitment has multiple programs and methods to build pipelines for teaching, central office positions and operations positions. The goals of the Program Manager's position and her staff is to cast as wide of a net as possible for all positions. Without ample resources and developed programs, this team will not be able to source as many candidates as they should.	Agree: HR leadership has reviewed the structure and assigned personnel based off of the needs of the district.	Medium	Strategy	Felecia Lester, Executive Director-Talent Management Nikk Stroud, Director-Org. Development	August 1, 2024
12.	Prescreening and vetting procedures are not catching all unqualified candidates for some operations positions. Minimum qualifications, including required certifications, are vetted and reviewed only after interviews are completed. Receiving candidate applications who do not have	Partially Agree: Staffing Administrator and recruitment analyst review minimum qualifications and certifications of candidates applying to operation positions. Job Postings outline specified industry certification when applicable and pre screening questionnaires are reviewed and revised based	High	Process Improvement	Tiffany Adams, Program Manager - Recruitment	December 1, 2024

#	Description of Finding	Response/Supporting Documentation	Priority	Category	Person's Responsible	Timeframe for Implementation
	required industry certifications or technical experience is a significant issue because it creates an inefficient review process.	on positions as part of the pre screening process.				
13.	When posting for jobs, recruiters post to the internal APS job boards and also utilize multiple other venues for posting, but there are inconsistencies in the process.	Agree: This recommendation is in alignment with the changes that have begun with posting positions to external sites. The Staffing Administrators contacts the recruitment team once a position is posted to ensure the position is visible on external sites.	High	Strategy	Tiffany Adams, Program Manager Leshandra Martin & Angelica Mcfadden, HR Recruiter	July 1, 2023