



Austin Independent School District (AISD) Human Resources Exit Survey 2015–2016

Summary of Campus-Based Non-Teaching Professionals’ Reasons for Leaving

Introduction

Employees leaving the Austin Independent School District (AISD) are given the opportunity to complete an online exit survey. During or following the 2015–2016 school year, 65 campus-based non-teaching professionals left the district.¹ Of the 65 AISD campus-based non-teaching professionals who left in the 2015–2016 school year, a total of 12 (18%) responded to the Human Resources (HR) Exit Survey. Table 1 shows the frequency of AISD campus-based non-teaching professional leavers at each level.

Table 1

In 2015–2016, only 11% of middle school campus-based non-teaching professionals responded to the survey, compared with 20% or greater response rates at the elementary and high school levels.

| Level | Number left AISD | Number responded | Response rate |
|-------------------|------------------|------------------|---------------|
| Elementary school | 26 | 6 | 23% |
| Middle school | 19 | 2 | 11% |
| High school | 20 | 4 | 20% |
| Total | 65 | 12 | 18% |

Source. AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31, 2016.

Background

In 2013, AISD began administering a voluntary online exit survey to all professional and administrative employees leaving the district. Beginning in the fall of 2015, AISD began revising the survey with input from district leadership. The revised HR Exit Survey was launched in the spring of 2016 and included four questions. The first question asked about all reasons for leaving the district with a follow-up question about the primary reason for leaving. The last two questions asked about future career plans and how the future position compared with the prior AISD position on a number of professional characteristics. The responses to each of the four HR Exit Survey questions provided by AISD campus-based non-teaching professionals are summarized in this report.

¹ The count of leavers reflects employees with an official last day of work between August 1, 2015, and July 31, 2016, on the data pull date of August 1, 2016.



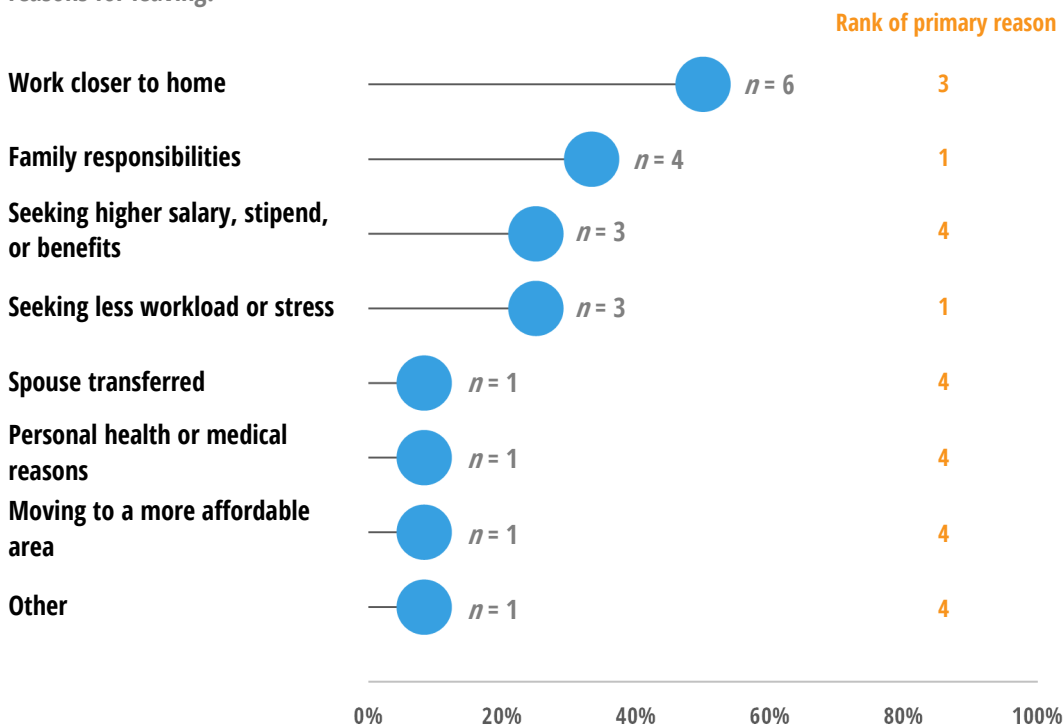
Why Campus-Based Non-Teaching Professionals Left in 2015–2016

All 12 campus-based non-teaching professional respondents answered the question about their reasons for leaving the district. The item allowed respondents to select from 14 reasons, provide their own reason, and/or expand upon their answers with free text.² In total, eight different reasons for leaving were indicated. Figure 1 shows the percentages and numbers for each response.³ Caution commensurate with the small sample size should be used when interpreting the results.

Figure 1

Working closer to home (50%, $n = 6$) and family responsibilities (33%, $n = 4$) were the two most common reasons for leaving.

Family responsibilities and seeking less workload or stress were the two highest-ranking primary reasons for leaving.



Source. AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31, 2016.

All 12 non-teaching professional respondents indicated their **primary reason for leaving the district**. The counts of primary reasons were rank ordered from most (1) to least (4) frequent (see the right side of Figure 1). Family responsibilities, seeking less workload or stress, and work closer to home were the top three reasons indicated.

² Retirement; seeking better working conditions; personal health or medical reasons; moving to a more affordable area; work closer to home; career change; promotion or better opportunity elsewhere; family responsibilities; spouse transferred; seeking higher salary, stipend, or benefits; position/contract cut, not renewed, or temporary; seeking less workload or stress; seeking different campus leadership; seeking better fit with campus; other.

³ Respondents could select multiple reasons for leaving the district. Computation of the percentage for each reason used the overall respondent N in the denominator rather than the count of total responses.

Campus-Based Non-Teaching Professionals

65 campus-based non-teaching professionals left AISD in 2015–2016.

18% responded to the HR Exit Survey.

Family responsibilities and seeking less workload or stress were the two highest-ranking primary reasons for leaving.

58% indicated plans to stay in education after leaving AISD.

80% perceived salary as better in their next position.

70% perceived the ability to balance personal life and work as better in their next position.

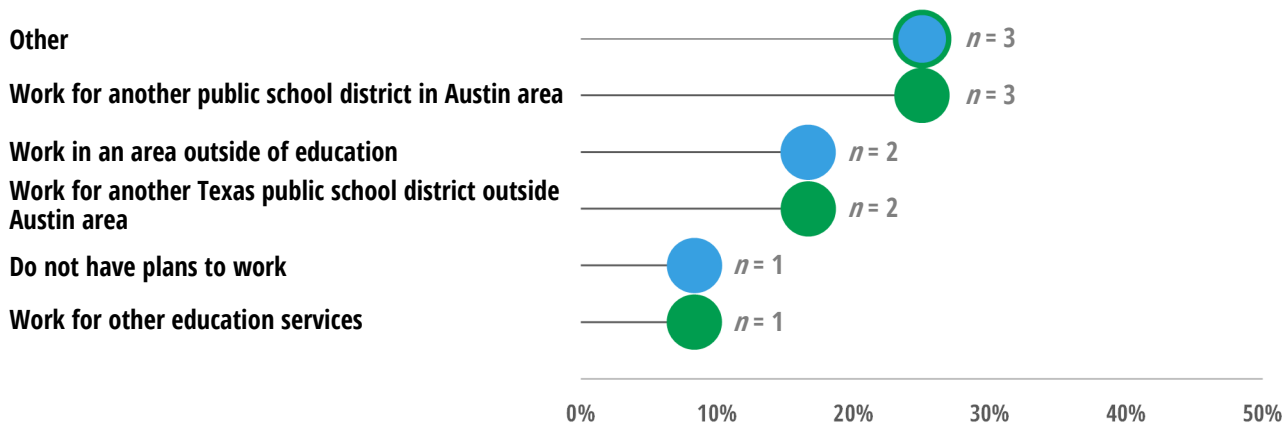
56% perceived the manageability of workload as better in their next position.

Future Career Plans of 2015–2016 Campus-Based Non-Teaching Professionals

All 12 campus-based non-teaching professionals responding to the HR Exit Survey answered the survey question about their future career plans. The item asked respondents to select the one statement that best described their future plans from eight predefined statements or an open-ended *other* option and to enter the name of their new employer. Most campus-based non-teaching professionals indicated their plans to work elsewhere in education. The Figure 2 shows the percentages and numbers of their responses. Caution commensurate with the small sample size should be used when interpreting the results.

Figure 2

More than half (58%) of campus-based non-teaching professionals indicated plans to work elsewhere in education after leaving AISD.



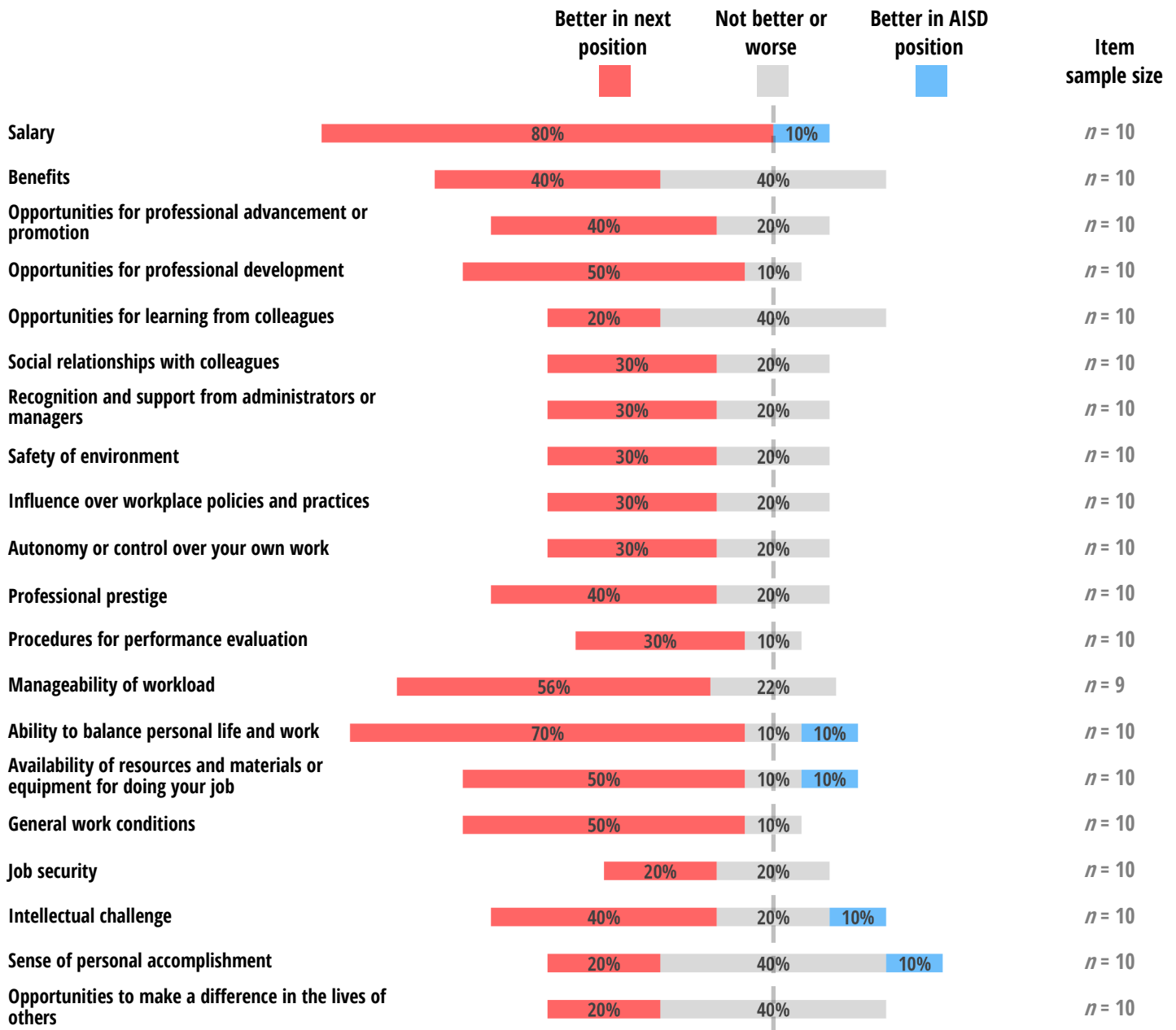
Source. AISD staff records and HR Exit Survey responses for all employees with an official last day of work between August 1, 2015, and July 31,

How 2015–2016 Campus-Based Non-Teaching Professionals Perceived Their New Position Relative to Their Prior Position in AISD

Campus-based non-teaching professionals were asked to compare their next position and their AISD position on 20 professional characteristics (Figure 3). Ten respondents answered this survey item. Within the professional characteristics compared, the majority of campus-based non-teaching professionals (i.e., > 50%) perceived salary, ability to balance personal life and work, and manageability of workload as better in their next position. Respondents were the most uncertain about how job security and procedures for performance evaluation compared. On average, only 3% of campus-based non-teaching professionals perceived any professional characteristic as better in their AISD position.

Figure 3

The majority of campus-based non-teaching professionals perceived salary (80%), ability to balance personal life and work (70%), and manageability of workload (56%) as better in their next position.



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