Little Rock School District Central Office and Human Capital Review

Prepared for Arkansas Department of Education

By Urban Schools Human Capital Academy   April 2019

Contents of the Report

- Background and Project Methodology

  - Effective Organization to optimally deliver and support teaching and learning [Key Design Considerations]

  - Strategic Human Capital Overview

- Current State Key Findings

  - Central Office Organization

  - Human Capital Assessment

- Recommendations

  - Central Office Organization

  - Human Capital Assessment

- Next Steps and Discussion

+ Guiding Questions to View this Assessment

What are our strengths?

What goals do we have & what are the best levers to reach them?

What do we need to change and how?

What should we stop/start continue?

Background and Project Methodology

A strategic HR can make all the difference

Established in 2011, the Urban Schools Human Capital Academy (USHCA) is a national nonprofit helping urban districts become great managers of teacher and principal talent. USHCA develops, supports, and networks human capital leaders in urban school districts to drive measurable improvement in teacher and principal quality. Through a range of services, we help transform a district's human capital management function into a more strategic and integrated component of a district's overall approach to improve student achievement.

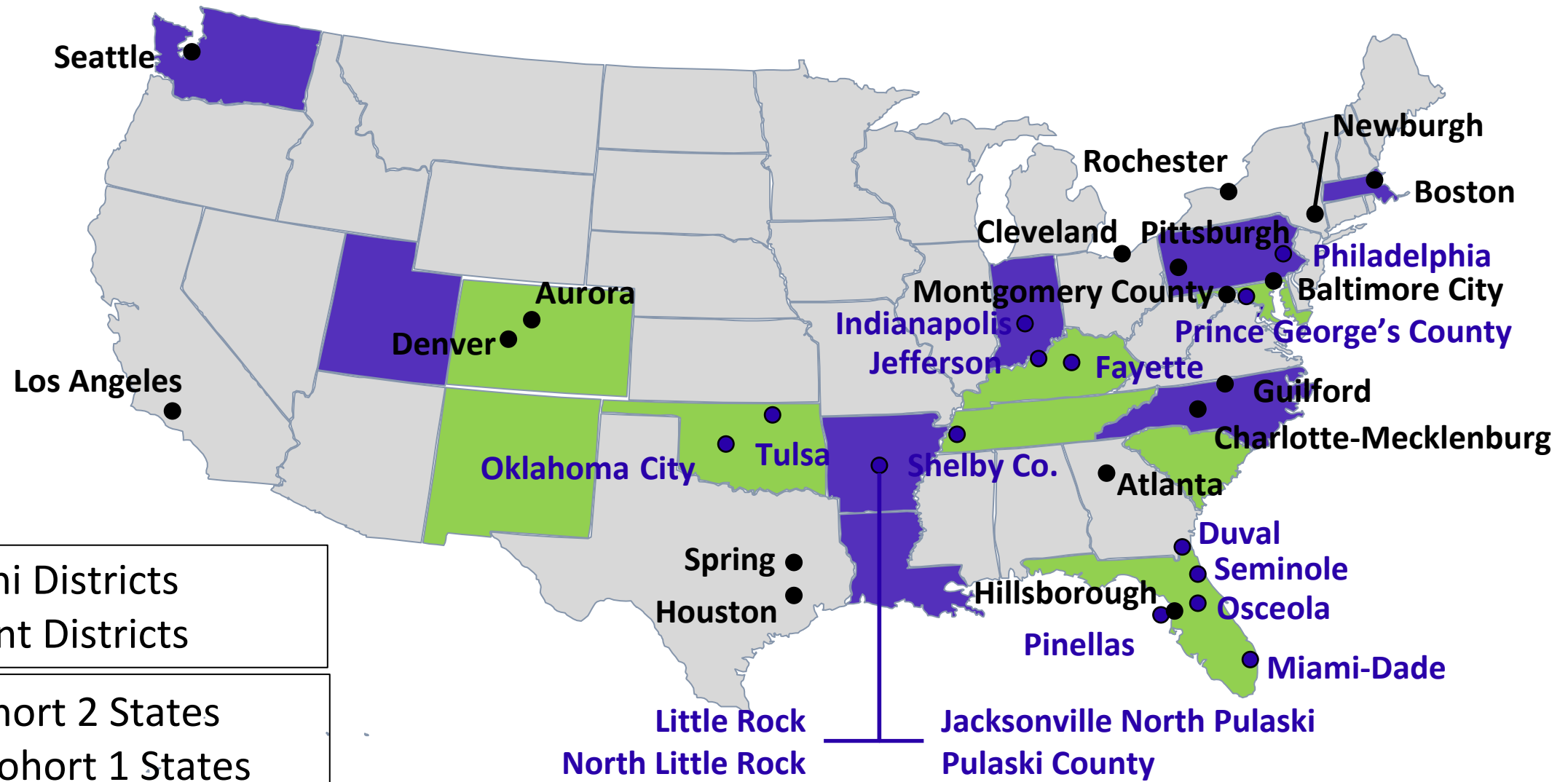USHCA has worked in over 30 urban districts across the United States.

The Academy
We deliver a cross-district, dynamic learning experience for HR and human capital leadership teams in urban school districts to address mission-critical issues such as recruitment, retention, principal and teacher quality over a 3-year partnership.

Capacity Building
We design and deliver customized workshops and training sessions to build school system human capital leadership for a variety of K12 organizations and roles.

Consulting
We leverage our network of experts to provide targeted, in-depth services to support the implementation of human capital strategies, including HR assessments, benchmarking, coaching, process improvement and toolkit development.

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+ Who is in the Network?

USHCA has worked with 30+ districts and 16 states

Seattle

Newburgh

Rochester

Boston

Cleveland Pittsburgh

Philadelphia

Montgomery County

Baltimore City

Aurora

Indianapolis

Prince George's County

Denver

Jefferson Fayette

Los Angeles

Guilford

Charlotte-Mecklenburg

Oklahoma City Tulsa Shelby Co.

Atlanta

Spring

Duval

Seminole

Houston

Hillsborough

Osceola

Pinellas

Miami-Dade

- Alumni Districts
- Current Districts

Blue – Cohort 2 States
Green – Cohort 1 States

Little Rock
North Little Rock

Jacksonville North Pulaski
Pulaski County

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The State Commissioner of Education requested that the Urban Schools Human Capital Academy (USHCA) provide a high-level review of the organizational structure of the central office and a more in-depth assessment of the functionality of the Human Resources department. For LRSD

Review Component	What we looked for
Understand the current state of the Central Office organization and the core Human Capital functions	• Do the district's functions best support schools' efforts to drive student achievement? • What is the best central office structure to provide maximum services and support schools.
Assess processes and procedures that affect Central Office service delivery and Human Capital	• Are current processes and procedures designed for staff to provide high quality customer service in an accurate, efficient, and timely manner?
Assess data integrity, management, and decision making efforts around key human capital data	• How reliable is the data that is integral to supporting the district's human capital efforts, drives decision making, and supports day-to-day operations?
Identify a set of recommendations to inform strategic focus and attention	• Where should the district focus their strategic planning and execution efforts?

Specifically, this review intended to address the following goals:

■ Identify an effective central office leadership structure that supports improved student growth and achievement, with a focus on effective management of principals as well as the delivery of a strong curriculum/instruction/assessment approach

■ Provide information and understanding of the work to support talent management strategies and to understand human resources and identify the strengths and gaps in functionality and its capacity to implement an effective human capital strategy

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Review Methodology

Along with reviewing documents, USHCA met with the following teams and stakeholders:

Team	Stakeholders	
Human Resources	Interim Chief Human Resources Capital Officer Director of Certified Staffing (by phone) Employee Relations Specialist	HR Administrative Assistant HR Assistants
Senior Leadership	Superintendent Deputy Superintendents Chief Operating/Financial Officer	Student Services Senior Director Communications Director
Academic	Chief Academic Officer Early Childhood Director	Testing Director
Operations and Support	Director Child Nutrition Director of Maintenance Health Services Coordinator Director of Finance and Accounting (by phone)	IT Director Safety and Security Director Transportation Director
Principal Focus Group	Elementary (3) Middle (3)	High (3)
Teacher Focus Group	Elementary (3) Middle School (2)	High (1)
Union	Union Leadership (3)	
Advisory Board	Board President	

What Drives Our Work?

A strong commitment to student achievement with an effective educator in every classroom and leader in every school; enabled by a focus on:
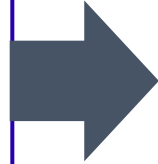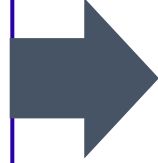
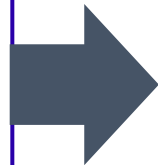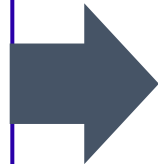|	
Best Practices	**Understanding the Role of the Central Office and Tracking Human Capital Trends and Emerging Practices** ● Keeping abreast of latest research findings ● Tracking and collecting data from USHCA network
Data	**Rigorous tracking and leveraging of key human capital metrics** ● Measures progress toward goals and objectives ● Provides direction and focus in support of planning
Strategic HC Management	A comprehensive approach to strategic human capital management that focuses on the "Right Work"
Execution: Strategic HR	Supporting HR divisions and teams to move from compliance/transactional work to strategic and supportive work
Focus on the Key Customer	Principals are "responsible for translating district management actions that become what teachers experience as human capital management. Thus, the principal is a key link in district strategic talent management effort."[1]
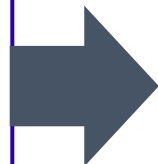
1: *Odden, Milanowski & Kimball, Center on Reinventing Public Education. Strategic Management of Human Capital Project. 2010.*

District Context that Influences Efforts to Best Support Schools and Teaching and Learning

School Board Influence

Federal, State, Local Policies

Unions/Labor Agreements

Budget

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Background and Project Methodology

Effective Organization to optimally deliver and
support teaching and learning
[Key Design Considerations]

The Work of the Central Office

Central Office

- Principal Supervision: Focused on Instructional Leadership
- Curriculum, Instruction & Assessment
- Operations
- Planning & Budget
- Human Resources

Principals/Schools

- Instructional Leadership
- HC Management

Teachers/Students

- Effective Instruction
- Student Achievement

Adapted from: Center for Educational Leadership, University of Washington and the Wallace Foundation

+ Organizational Structure

Description: Teams and staff are organized to effectively and optimally deliver services and support in alignment with strategic priorities and objectives to drive teaching and learning

Key Questions:

- Does the District Theory of Action guide the organization structure and roles and responsibilities?

- Are there key structures and roles in place that will help central office execute strategic work? Operational work?

- Are positions and roles structured to best support principals and key customers?

The Theory of Action guides organizational systems & structures and defines the roles and responsibilities in the organization

Theory of action

Organizational structure and systems
e.g. accountability / support structures

Roles and responsibilities of key positions in the organization

Strengthened organizational structure leading to higher performance
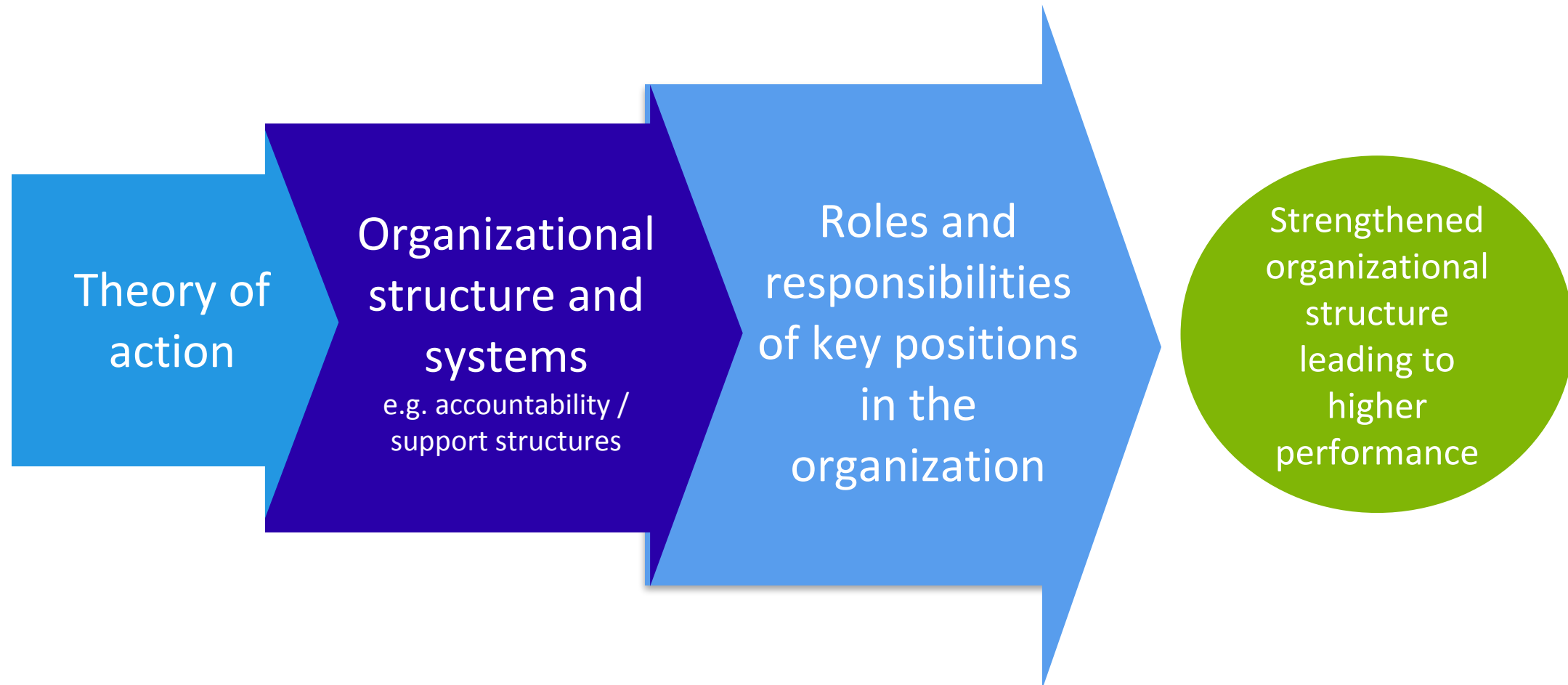
Theory of Action
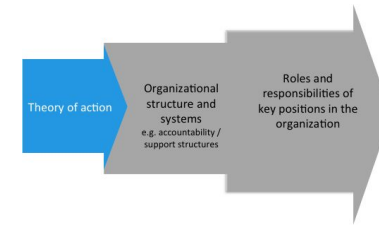
- Articulate a rationale for how you expect central office to support student achievement and the mission of your district

- Key themes should drive and influence the organization of your department

  → Providing strategic support and guidance

  → Providing high levels of customer service

  → Instilling a culture and environment around data driven decision making

  → Supporting and developing leadership and execution capacity

  → Driving accountability and results

Organizational Structure and Systems
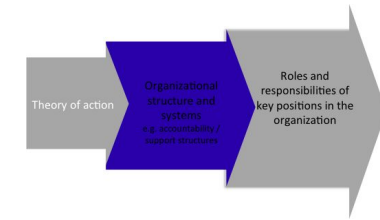
- Assess the current state

  - Identify the key work and the degree of alignment to the Theory of Action

  - Identify where staff is spending their time (activity based costing); is there a heavy focus on transactional work?

  - Identify the work that is being duplicative or gaps

  - Assess capacity/skills of current staff

  - Benchmark staffing levels by function

- Future State design key considerations

  - District structure in providing support and supervision to schools

  - Level of autonomy that principals have over key decisions

  - Skill set, competencies, expertise needed for new roles/structures that will help central office execute strategic work? Operational work? ….to meet the needs of key customers

  - Design services and processes from the customer perspective or outside in rather than from the inside out

  - Budgets are tight, look at cost savings to fund new positions

  - Pay careful attention at span of control

  - Flexibility: assess structure annually to ensure alignment to strategic plan

+ Roles and Responsibilities
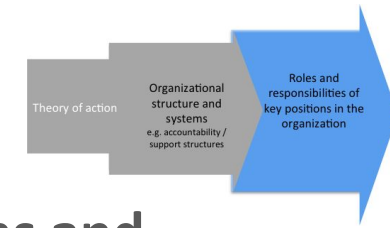
All Roles and Responsibilities should align with the district's expectations and outcomes as determined by the strategic priority areas and core functions

For each role (whether new or existing)

- Identify the key competencies including those specific to role and aligned with the appropriate management tier

- Ensure that tasks and duties are aligned with the level which can affect job satisfaction

- Determine minimum and preferred job qualifications and experience:

  - Years

  - Degree / Education

  - Relevant/related field (Turn-round, urban schools experience, etc.)

  - School experience (teacher or administrator)

  - Management / supervision

  - Be a cultural fit for the district

Planning and Implementation

| Adding / reclassifying a new position(s) | → | Changing reporting hierarchy and establishing new teams | → | Complete Reorganization |

← Low   **Level of Disruption**   High →

• Current makeup of team is strong	• Current makeup of team is strong in some parts	• Current staff is not strong
• Current staff will remain plus new staff	• Current staff will remain with new roles, responsibilities, and/or reporting relationship; plus new staff	• "Hit the reset button" by selecting the best candidates available whether from existing staff or the outside
• Budget exists to create new positions to address key gaps in service and supports or,	• Competition for new positions among existing staff and external applicants	• Highly disruptive, risk losing top performers
• Reclassify an existing vacancy or adjust current distribution of responsibilities to address areas of need	• Budget exists to reclassify positions or reclassified positions are done with no impact to budget	• Current staff may or may not remain with the new organization
		• Competition for all positions among existing staff and external applicants
		• Budget exists to reclassify positions, add more FTEs, or new structure will have no impact to budget

+ Planning and Implementation

Key Considerations:

- Current skills, capacity, and expertise of staff to meet the dept/district's future state goals

- State takeover requirements and moving back to local control

- Prioritizing decisions and timing of any reorganization

- Placement options: reapplying and interviewing vs. administrative moves

- Budget parameters and restrictions

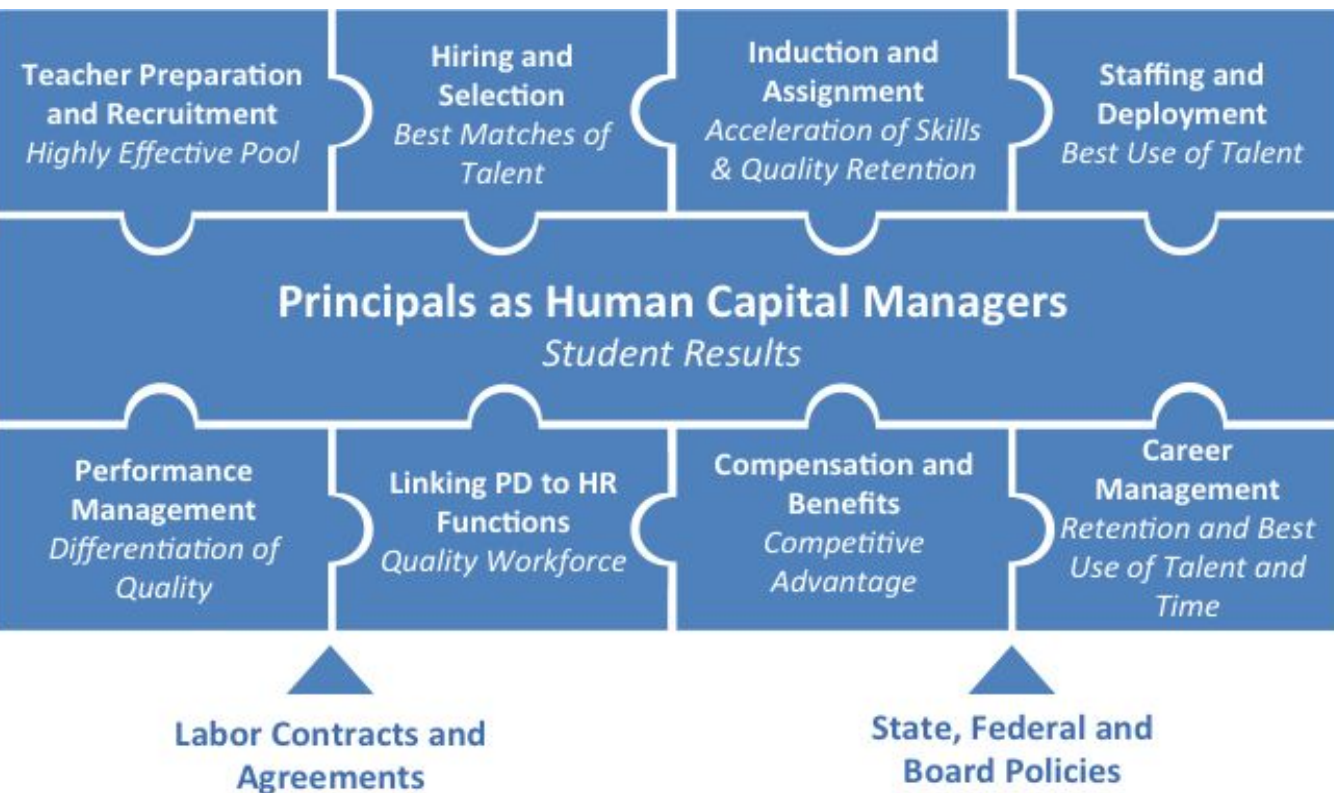- Recruitment and selection strategies and efforts (external pipeline quality)

Background and Project Methodology

Strategic Human Capital Overview

Teacher and Principal Puzzle Pieces– "The Right Work"

Teacher Puzzle Pieces

Teacher Preparation and Recruitment
Highly Effective Pool

Hiring and Selection
Best Matches of Talent

Induction and Assignment
Acceleration of Skills & Quality Retention

Staffing and Deployment
Best Use of Talent

Principals as Human Capital Managers
Student Results

Performance Management
Differentiation of Quality

Linking PD to HR Functions
Quality Workforce

Compensation and Benefits
Competitive Advantage

Career Management
Retention and Best Use of Talent and Time

Labor Contracts and Agreements

State, Federal and Board Policies

Principal Puzzle Pieces

Building a Quality Pool
Strong Pipelines

Selection and Deployment
Best Talent & Best Matches

Induction
Acceleration of Effectiveness

Supervisors of Principals as Human Capital Managers
Student Results

Compensation and Benefits
Competitive Edge

Performance Management
High Quality Principals

Career Management
Differentiated Opportunities

Labor Contracts and Agreements

State, Federal and Board Policies

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Why is the quality of the workforce so important?

**School-based Factors
Impacting Student Achievement**

Teacher — 33%

Principal — 25%

Other — 42%
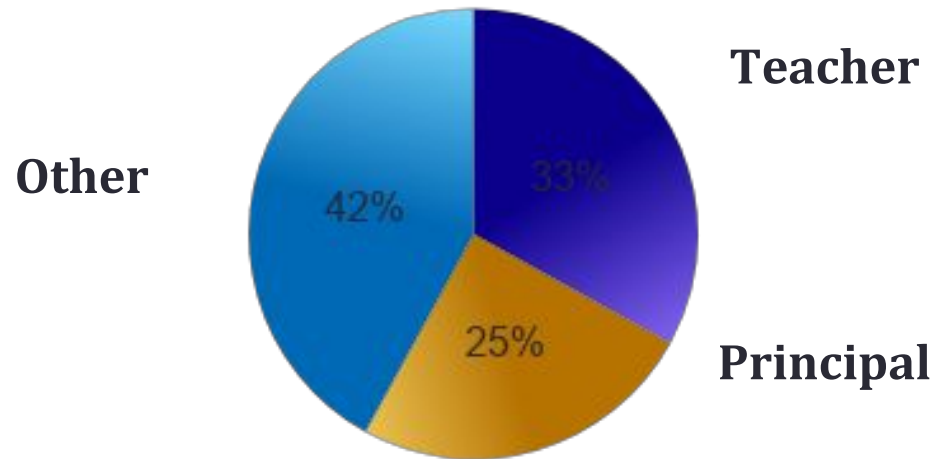
Nearly 60 percent of a school's impact on student achievement is attributable to teacher and principal effectiveness.[1]

The effect of teaching on student learning is greater than student ethnicity or family income, school attributes or class size.[2]

- More effective principals:
  - Attract and select higher-quality teachers.
  - Help teachers improve practice more rapidly.
  - Retain higher-quality teachers and remove less-effective teachers. [4]

- Districts lose their most effective teachers because of a lack of strategic attention to those teachers who are most effective at meeting students' needs.[5]

- Teacher induction results in improved teacher practice, greater student achievement gains in math and reading, and lower teacher

Students with three consecutive years of effective teaching outperform students with ineffective teachers by 52 percentage points.[3]

+ Key Tenets of Strategic Human Capital

- Teacher and principal effectiveness are the first and second (respectively) most important factors in driving student achievement

- Within most education systems, the processes that strive to improve educator quality and effectiveness are often disconnected, creating disjointed and conflicting initiatives that lead to inefficiencies and the draining of resources from schools….

- ….however, when organized to align and complement each other, an integrated talent management system can drive significant improvements in educator quality, thereby leading to gains in student achievement

- A coherent system with rigorous standards and performance-based accountability will:
  - Foster a culture of continuous improvement through shared learning and feedback loops
  - Enable data-driven decision making
  - Create a more flexible and nimble organization that can better react to unanticipated challenges as well as proactively avoid recurring issues and obstacles

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Common factors that inhibit HR and other Central Office department efforts to provide high quality customer service and support

<u>Misaligned strategic objectives and goals</u>
- Department objectives and goals do not complement and align with district objectives
- Individual goals and objectives do not align with department goals
- Performance measures and targets are not related to customer specific supports and needs

<u>Capacity constraints</u>
- Inadequate staffing levels
- Lack of technology tools to support decision making and transactions
- Inefficient processes requiring multiple handoffs and manual intervention
- Requirements and rules that pose significant process challenges
- Unclear roles and responsibilities across the department leading to duplicative efforts or mishandling
- Skills and competency of key staff positions

<u>Lack of empowerment</u>
- Decision making and problem resolution is owned by a select few senior leaders
- Transactions require several approval layers including internal and external department resources
- Lack of access to data and information to provide support
- For issues requiring support and input from other departments, issues are delegated with little follow-up and ownership

Note: these items are based on common challenges faced by central office departments and are not specific to LRSD

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Current State Findings

Even with many strengths to build on, there are significant challenges that hinder LRSD's strategic efforts

$ ▶ Loss of over $37M in desegregation funding (~ 6% of overall budget)

No Teacher Pay increase for the past 5 years

▶ Revolving leadership – Six Superintendents in the past 10 years

Pathway and timing of return to local control unclear
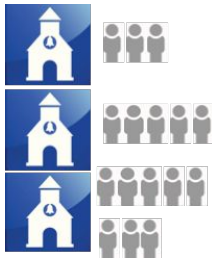
▶ Inconsistent staffing allocations and vacancy tracking practices
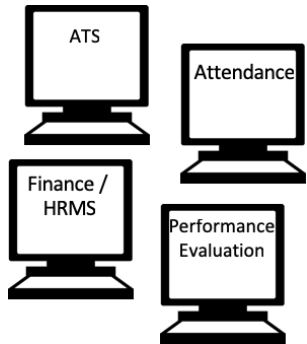
▶ Disparate systems and technology limit the district's ability to leverage data to drive decision making and support key operations and procedures

▶ Lack of clear policies and procedures for key functions and areas

Pockets of promising initiatives that are isolated or lack alignment

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Current State:
Central Office Organization

Key Central Office Design Questions

School Improvement

- How are principals supported as instructional leaders?

- How are curricular, instructional, and assessment materials and methods selected, implemented, and evaluated?

- How are TESS and assessment data used for goal-setting, planning and prioritizing PD?

Educator Development

- How are all teachers supported in becoming effective teachers?
- How is PD differentiated to meet the needs of each school and support the instructional leadership of principals?
- What pathways are available for aspiring teacher-leaders and administrators?

Principals & Schools

HR & Operations

- How are principals supported as human capital managers?
- What resource allocation information (budget, position control, applicants) is available to principals 24/7?
- Which Ops functions work directly with principals and which work only through principal-managers?

Data & Metrics

- What student and staff data are readily available to principals and their managers?
- How are these data used for on-going planning and school improvement?
- How standardized is the annual school planning process?

There are Several Strengths Identified with LRSD's Current Organizational Structure

COMMITMENT: The superintendent and central office leaders are committed and have an unwavering focus on improving the education and lives of children of Little Rock.

SYSTEMS: Position control safeguards have been implemented and appear to be working well.

The implementation of Power School and efinance has aligned the financial and payroll systems with the state.
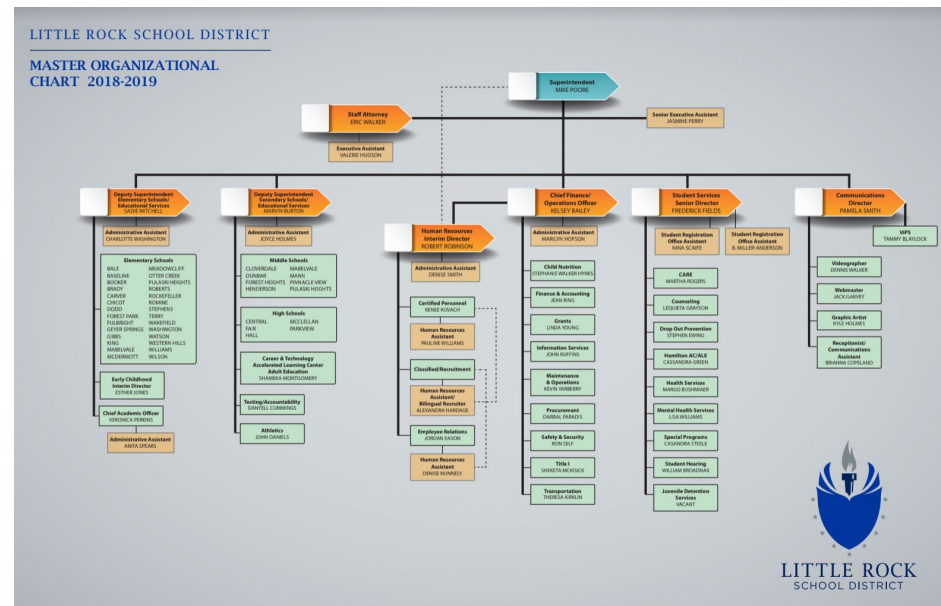
RELATIONSHIPS: Positive district and Union relationship and have worked together during this very challenging time.

SCHOOL SUPPORT: There is a District Instructional Leadership Team that is organized by school needs and provides differentiated services.

SUCCESSION: There is a leadership development program that has been successful in developing an internal pipeline for school-based leaders.

CLIMATE: The High Reliability School approach provides a foundation to improve school culture.

LITTLE ROCK SCHOOL DISTRICT

MASTER ORGANIZATIONAL CHART 2018-2019

+ While there are many opportunities to improve the central office organizational structure, LRSD should focus on the following areas related to the Meeting the Needs of Schools:

CURRENT STATE	IMPLICATIONS
School-based staff consistently reported that the central office is not set up, organized or oriented to support their work	Lack of timely and quality support to schools can affect teaching and learning as Principals and administrative staff are focused on problem resolution and not instructional priorities
Both school-based and district staff report that there is very little cross-functional collaboration to address the district's major challenges; work is primarily done in silos	Creates an environment where there are isolated pockets of strategic work where long term systemic implementation is limited due silos
Organizational chart lacks a community or family engagement function	Research shows that family engagement improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education

Focus areas related to Workforce Growth and Development: :

CURRENT STATE	IMPLICATIONS
Professional development roles are dispersed with no coordination or alignment	PD quality and impact vary widely which can affect retention and student learning
PD offerings do not line up with the district's academic priorities, do not build staff expertise over time and are not differentiated	Veterans, new staff, alt cert, career changers all have unique development and support needs; misaligned PD and one-size-fit-all approaches have minimal impact and wastes valuable resources
No process for identifying the current level of performance or development needs of employees	Inability to identify specific professional development needs by competency or skill sets hinders the districts ability to maximize PD investment ROI

Focus areas related to Span of Control:

CURRENT STATE	IMPLICATIONS
Most Chiefs and Senior Directors are responsible for wide-ranging and disparate scopes of work weakening the quality of supervision	With the lack of standardized processes, cross department collaboration, and strong talent to support succession planning, senior leaders have a significant level of responsibility as they supervise and coordinate teams and functions. This situation hinders senior leaders' capacity to focus on strategic priorities and "big rocks".
The Deputy Superintendents(2) do not have adequate time to spend in schools developing principals as instructional leaders and is responsible for significant additional duties	Ideal span of control for principal supervisors range from 10 to 25 schools depending on the complexity and level Optimally supporting principals requires a full time focus

+ Focus areas related to the Lack of Standard Procedures and Processes:

CURRENT STATE	IMPLICATIONS
Although some processes are codified (staffing allocations), they are inconsistently implemented	Leads to inconsistent execution and interpretation of policies and procedures which can create more "work" for central office to rectify in the future
School-based staff reported that they often do not know who to call at the central office to find support or address a problem	With the lack of clarity on key contacts for problem resolution coupled with span of control issues, schools are over burdened as they cannot find timely and quality support Central office typically works in reactive mode
Metrics are not used across LRSD to drive, measure and improve performance	Performance data are a key foundation to driving and sustaining organizational excellence; minimal use of data for planning and operational support contributes to misaligned strategic execution and inefficient use of resources

Current State Findings
Human Capital Assessment

Key Human Capital Strategic Questions

+

- Are top performers offered leadership career advancement opportunities?
- How do you identify promising candidates?
- What is the retention rate? By performance category? By sub-groups?

- Do you know where you get your top candidates from?
- Is there a pipeline of effective candidates to fill vacancies?

Career Management

Pipeline Development

Student Achievement

Development and Support

Selection & Staffing

Performance Management

- Does PD prepare educators and improve performance?
- How do you know?

- Are our interviewing, screening, and hiring processes identifying the best talent?
- Are the best teachers working at the highest need schools?
- When are you hiring? How long does it take to fill a vacancy?

- Are educators being evaluated on what matters most to improve teaching and learning? Linked to student performance?
- Is Data used to inform other areas and decisions?

Note: Data collection and supporting analysis of LRSD performance across all areas were not readily available.

TFA Partnership

Teachers for Tomorrow

Strong university partnerships

Academy Pathway for HS students

New Principal Institute

Waiver of fair teacher dismissal

Strong support to Principals (but limited 1 FTE)

TalentED implementation

Hiring incentives for hard to staff subjects

Teacher Puzzle Pieces

Teacher Preparation and Recruitment
Highly Effective Pool

Hiring and Selection
Best Matches of Talent

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State, Federal and Board Policies

Low number of displaced teacher assignments (~10)

Principal understanding and embrace or role as HC Leader

Leadership Development Pathway (~20 in cohort)

Partnerships with UA/ULR for advanced degrees

Extensive teacher leadership opportunities

Increase in educator pay from State Legislators

Strong benefits

"Five year jump in salary"

+ Mindset Shift: HR Must be Customer and Service Focused

- Connect talent to school strategy
- Differentiate and target services
- Develop strong HC managers

Strategically Maximize Talent

- Offer evaluation and PD services
- Data-driven
- Responsive customer service
- Streamlined processes

Deliver Effective Services

- Get paid on time
- Process leaves
- Keep accurate data

Meet Basic Needs

Where we want to be: HC Mgmt.

Where we are today: HR Mgmt.

LRSD is making progress in their strategic human capital efforts; however, there are still areas to address.

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While there are many opportunities to improve talent, LRSD should focus on the following areas:

CURRENT STATE	IMPLICATIONS

Strategically Maximize Talent
 	
• Recruitment and retention efforts are not driven by a strategic plan that leverages key data to drive focus; i.e. hiring forecasts, recruitment and hiring yield by initiative or source.
  ▪ Lack of a dedicated recruitment team; shared responsibility
  ▪ Minimal tracking of key recruitment metrics and outcomes
  ▪ Renewal contract issuance issued 6 months to 1 year late
	With the lack of a plan, staff efforts and alignment of resources are not aligned, optimized, or focused to best support recruitment and retention efforts; minimal tracking of recruitment impact limits the ability to identify and recruit from key sources

• Filling teacher vacancies:
  ▪ Varying perspective on quality and quantity of teacher hiring pools (correlates to high needs schools and non)
  ▪ Lack of specific supports and strategies to support hiring and retention for high need schools
  ▪ Teacher focus group shared negative hiring experiences
  ▪ Lack of a referral program to attract and identify talent
  ▪ Applicant data is not purged – candidates from two years ago are still active
  ▪ Low number of early offers (~10 / year)
  ▪ Late resignations (with no mitigating policies) late budget allocations, and forced placement timing hinder early hiring; Majority of hiring in Jul/Aug
  ▪ No prescreening of applicants
	• Cumbersome application and hiring process causing the loss of candidates
	• High Need Schools face significantly greater challenges in hiring and retaining talent; teachers are transferring to lower need schools
	• Referral programs can improve recruitment and selection efforts
	• Improved hiring efforts through early offers and mitigating late resignations
	• Forced placements happen when applicant pool quality is optimal and limits Principal autonomy to identify the best candidate
	• Principals will "hide" vacancies to avoid the displaced teacher process
	• Lack of prescreening affects the quality of the pool and hinders principals' hiring efforts

While there are many opportunities to improve talent, LRSD should focus on the following areas: *(continued)*

Strategically Maximize Talent

CURRENT STATE	IMPLICATIONS

• No prescreening of applicants
  ▪ Despite greater flexibility with evaluation procedures, low number of teachers removed for performance
  ▪ Relatively low number of teachers on improvement plans (less than 10)
	• Despite the added flexibility, the inability to remove low performers can severely hamper the district's human capital efforts
	• Low # of teachers on improvement plans limits the opportunity to support and drive professional growth for teachers that need it the most

• New Teacher Support
  ▪ Interviews described a decrease in the quality of the mentoring and induction program; mentors may not be in the same building or subject
  ▪ For alt cert new teachers, balancing work with meeting the certification requirements is difficult
	• Lack of supports for new teachers can adversely affect retention efforts
	• Differentiated supports for new teachers from traditional programs, alt cert, career changers is critical to support growth

• Leveraging data for decision making and support: HR's efforts and capacity to strategically leverage data was not clear based on the interviews	• Data is a bedrock lever to drive strategic human capital work • Data should be leveraged to inform strategic planning and direction, monitor current progress, and support key customers in their efforts to hire, retain, and develop their staff

In addition, LRSD should focus on the following areas to improve their level of service and support to key customers:

	CURRENT STATE	IMPLICATIONS

Deliver Effective Services	• HR is not optimally structured to provide strategic and proactive support to Principals
	  ▪ Primary HR support and problem solving (non employee relations issues) to principals and school chiefs handled by Chief or Director of Certified Staffing (48 schools and programs -- 30 elementary, 7 middle, 5 HS, 6 other programs)
	  ▪ HR Assistants (4) are focused on administrative tasks and transactions
		• The ability to provide proactive and strategic support is hindered with the current organization and makeup of the department

	• Manual processes and Disparate Technology/Systems :
	  ▪ Paper intensive processes including manual handoffs and signatures
	  ▪ Delays in hiring process due to manual tracking and inconsistent communication efforts
	  ▪ Non-integrated systems and applications
		• Use of paper-based forms contribute to inefficient processes as well as an increased probability of errors
		• Disparate systems hinders the ability to accurately track key information and support operational procedures

In addition, LRSD should focus on the following areas to improve their level of service and support to key customers:
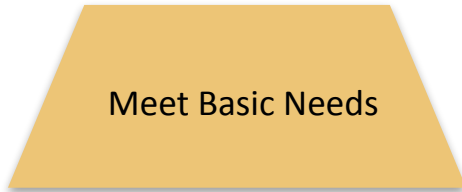
CURRENT STATE	IMPLICATIONS
Meet Basic Needs • Payroll timing and accuracy • Contracts are posted late due to late agreements with unions and late verification of student enrollment	• Interviews indicated that the hiring and onboarding process may lead to payroll errors affecting timing and accuracy • Not paying employees in a timely and accurate manner will directly affect morale and retention
• Contracts are due May 1 but have been issued six 10 months late	• Late contracts can also affect morale and retention efforts • Potential for resignations without abiding by 30 day rule due to lack of contracts
• Vacancy tracking • Position management process is not used by HR to verify position funding stream	• Despite recent implementation of position control function, interviews indicated that accurately tracking vacancies is difficult due to disparate systems, inefficient processes and procedures, and staff mishandling

Recommendations
Central Office Organization
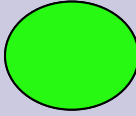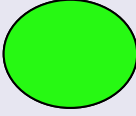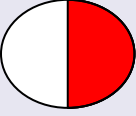
High Level Recommendations

1. Create stability in the Superintendent and other Chief roles.

2. Reduce the span of control and scope of work of central office leaders to ensure that each function is well-managed.

3. Design and implement structures and systems to supervise and provide differentiated support to principals and schools.

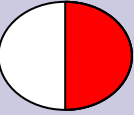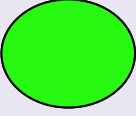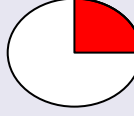4. Make the growth and development of educators the highest priority of the central office after student achievement

5. Streamline processes, remove barriers , eliminate silos and ensure that everyone is working toward the common goal

6. Foster a culture of trust, respect and challenge to increase risk-taking and innovation

Central Office Organization to Serve Schools

1. Create stability in the Superintendent and other Chief roles
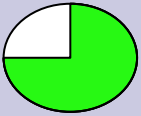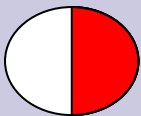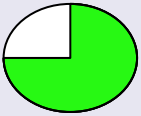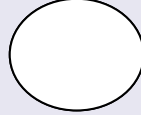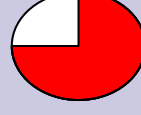
Vision:	The typical cycle of district and school improvement is 3-5 years. It is essential for the district's vision, mission, goals, and theory-of-action to remain stable over this period. A stable cabinet can create a sense of shared responsibility and joint accountability that can be mirrored down to the school level.

Key Actions	Context / Rationale	Impact Potential	Complexity
A. Ensure that the Superintendent has a 3-5-year contract and the necessary governance support to succeed in that position throughout the life of the contract.	Superintendent tenure typically predicts district success, particularly in turnaround contexts. The Superintendent should be empowered to build and develop a cabinet that shares a common vision and theory-of-action.	**High**	**Policy**
B. Ensure that "Tier 2" district leaders – Chiefs and senior directors – have the will, skills and experience to design and implement strategic work that supports and improves schools to drive student outcomes.	Tier 2 leaders should have demonstrated success in increasing student achievement in an urban setting and the skills necessary for supervising, supporting and developing school leaders. They should be able to build systems, structures and processes that improve the functioning of the central office and the level of service provided to schools.	**High**	**Policy**

2. Reduce the span of control and scope of work of central office leaders to ensure that each function is well-managed

Vision:	Districts typically have three types of functions: (1) service to principals and schools, such as principal support, assessment, and curriculum; (2) service to students such as counseling, IDEA, and mental health; and, (3) operational functions such as transportation, school nutrition and maintenance. There are, of course, functions such as budget and HR that are through-lines across the district. Narrower scopes of work ensure that managers have the required expertise and experience. Lower spans of control – ideally no more than 6-8 direct reports – ensure that managers can adequately supervise work and results.

Key Actions	Context / Rationale	Impact Potential	Complexity
A. Create a separate Chief Operating Officer role to improve the oversight of both operations and finance (which will remain with the CFO).	Although the current CFO/COO does an exemplary job, supported by effective department heads, separating the roles will allow the CFO to play a larger strategy role and take on more community-facing work . A COO typically oversees day-to-day work which can often be urgent.	**Med / High**	**Financial**
B. Assign HR to report to the new COO role	The HR department recruits for both certified and classified positions and supports both instructional and operations managers. The HR department needs to be closely allied with information services and technology. The kinds of process improvement called for elsewhere in this assessment would benefit from the sponsorship and expertise of an experienced Chief.	**Med / High**	**Policy**
C. Create smaller clusters of functions – e.g., student health and mental health; Federal programs and grants – to be overseen by directors or managers, reducing the span of control of Chiefs and Senior Directors.	The current distribution of the 'instructional functions' (i.e., #1 & #2 , above) is confusing for principals and school staff. It creates silos rather than collaboration and coherence. It inhibits efforts to hold schools or staff accountable for student results. The wide range of functions assigned to each Chief or Senior Director weakens supervision and the ability to develop managers.	**Med / High**	**Capacity**

3. Design and implement structures and systems to supervise and provide differentiated support to principals and schools
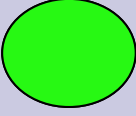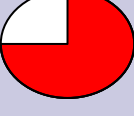
Vision: The need to re-design and better deliver services to principals and schools has been well-researched and documented for 15 years. The best reference source for this work is the CCSSO *Model Principal Supervisor Professional Standards*. Currently, the Deputy superintendents have high supervisor to school ratios and significant additional duties. As noted previously, the other instructional functions are incoherent in their distribution and not able to identify or address the differentiated needs of schools across LSRD.
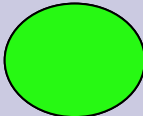
Key Actions	Context / Rationale	Impact Potential	Complexity
A. Create roles that allow principal supervisors to spend 80% of their time in schools supporting instructional leadership.	Ideally, principal supervisors would have an 18:1 or lower ratio, but even if that is not possible, re-designing the role to include strengthening the instructional leadership skills of principals through observation, feedback, coaching and brokering of differentiated district resources is essential. The central questions for designing these roles are: (1) What do supervisors do when they're in schools? And, (2) What do they do when they have their principals together as a group?	High	Financial
B. Elevate the Chief Academic Officer role.	The selection, implementation and monitoring of curricular and instructional materials and the alignment of assessments to these materials is a central office, not a school, function.	High	Policy
C. Connect the Central Office to schools by using the strengths and growth areas identified by each school's Instructional Leadership Team [ILT] to guide the work of the District Instructional Leadership Team.	Instructional Leadership Teams are an excellent vehicle for distributing leadership at the school site and creating joint accountability for student results. Using well established practices such as calibrated teacher observation and feedback, data-driven instruction, and standards-based planning, each ILT can create an appropriate improvement plan for their school, allocate resources and monitor progress. Rolling these plans and targets up to the district level will streamline support to schools.	High	Capacity Financial

4. Make the growth and development of educators the highest priority of the central office after student achievement
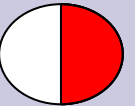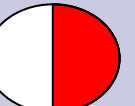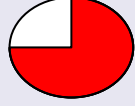
Vision:	School improvement requires the continuous improvement of its workforce and a growth mindset. Each employee should be able to articulate their current strengths, their growth areas, and the next steps on their career trajectory. To achieve that vision, employees need actionable feedback, coaching, and routine access to differentiated training and professional development.

Key Actions	Context / Rationale	Impact Potential	Complexity
A. Assign professional development and workforce development to a single department.	The current PD functions are scattered across various departments. The most urgent need is to provide regular and rigorous standards-based PD to principals and assistant principals. The next most urgent need is to develop a system for identifying school level PD needs (typically based on classroom observations and formative assessment results) and structures for providing differentiated PD. The final urgent need is to build a pathway for teachers and assistant principals to advance to principal roles.	**High**	**Capacity**
B. Continue to calibrate the TESS and deepen educators' understanding of its standards.	LRSD adopted TESS later than other districts. Improving rater calibration and teachers' understanding of the standards are high priorities. Focus on treating educators professionally and supporting their growth and development rather than on the evaluative aspects of the system.	**High**	**Capacity Policy**
C. Design and implement a performance management system for all central office departments and divisions.	Planning, target-setting, progress monitoring and refining implementation are essential leadership tasks. There is little evidence that these activities are currently happening in each LRSD division or department. Again, the purpose is to support the growth and development of the workforce – and to improve the efficacy of its efforts – rather than evaluation.	**High**	**Capacity Policy**

Central Office Processes to Support Schools

5. Streamline processes, remove barriers , eliminate silos and ensure that everyone is working toward the common goal

Vision:	It is important to use open, credible processes to involve key school leaders in improving schools. Traditionally, central offices have worked in silos and at times at cross purposes. Central Office can eliminate this siloed mentality by ensuring that everyone is working toward a common goal by improving and streamlining processes to support schools.
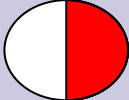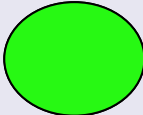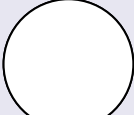
Key Actions	Context / Rationale	Impact Potential	Complexity
A. Streamline processes, remove barriers and make information transparent to central office leaders and principals 24/7	Documenting key processes and timelines; along with guidance and best practice strategies and actions; supported by training will ensure that the central office provides proactive support to principals and schools	**Med / High**	**Capacity**
B. At the Cabinet level, push for cross-functional and collaborative work – Breakdown silos	District leaders recognized the value of working together. Rather than operate in silos, districts leaders can ensure cross-functional teams are identifying and avoiding the pitfalls that have slowed progress. This ensures better communication and less confusion to schools.	**Med / High**	**Capacity**
C. Implement baseline staffing guidelines for schools while also having a transparent mechanism for providing differentiated staffing when indicated	It is important to engage the principal manager, the principal, budget specialist and HR Business Partner in reviewing staff allocations so that the placement process can be accomplished efficiently, and vacancies can be posted early to ensure that great candidates will be hired. Principals should meet with their team to discuss vacancies, make known staff who want to transfer or retire, confirm the budget for each school and finalize the staff allocations.	**High**	**Policy**
D. Change the student enrollment process so that principals always have reliable real-time information about future enrollment	Because this process is currently so cumbersome, it delays the allocation of staff to schools and impacts other district operations.	**High**	**Policy**

Central Office Processes to Support Schools

6. Foster a culture of trust, respect and challenge to increase risk-taking and innovation			
Vision:	Changing the way the central office supports schools will require both risk-taking and changing current orders and processes. This will occur when there is an environment where open communication, mutual trust, and risk-taking are nurtured and actively encouraged.		
Key Actions	**Context / Rationale**	**Impact Potential**	**Complexity**
A. Treat principals and schools as the central office's customer not as 'interrupters' of central office work	The work of the central office is to support principals to design services that anticipate and proactively meet the needs of schools. It is important to build relationships with principals and create a culture of continuous improvement. The central office should provide well-coordinated efficient support to principals	**High**	**Policy**
B. Survey principals quarterly and educators annually about satisfaction with central office support and service *[Quick Win]*	Principals and other stakeholders should provide regular feedback to the central office about support strategies, professional development and other actions that is taken by central office leaders.. By learning if the central office leaders are providing services effectively appropriate modifications can be made to improve support. Asking for feedback is an insight into what is working well, builds trust with customers and provides data on how the district is meeting goals.	High	Policy

Recommendations
  Human Capital Assessment

Human Capital Best Practices Overview

Based on forecasted need, build a pool of high quality candidates from robust recruitment pathways that will yield a cohort of new educators who are highly effective and motivated

- Drive early hiring with supports for principals to identify, select, and match talent
- Efficient hiring and onboarding to drive employee satisfaction

Robust mentoring and induction programs with formal structures and supports for teachers and principals that matches mentors by grade and/or subject

- Hiring and Staffing policies based on performance and mutual consent
- Ensure equitable distribution of highly effective teachers to high need schools

Teacher Puzzle Pieces

Teacher Preparation and Recruitment *Highly Effective Pool*	**Hiring and Selection** *Best Matches of Talent*	**Induction and Assignment** *Acceleration of Skills & Quality Retention*	**Staffing and Deployment** *Best Use of Talent*

Principals as Human Capital Managers
Student Results

Performance Management *Differentiation of Quality*	**Linking PD to HR Functions** *Quality Workforce*	**Compensation and Benefits** *Competitive Advantage*	**Career Management** *Retention and Best Use of Talent and Time*

Labor Contracts and Agreements

State, Federal and Board Policies

- Provide high levels of customer service to principals in their human capital efforts
- Provide comprehensive human capital data to Principals and assists them in analyzing that data and in making informed decisions

- Provide a fair and comprehensive system using multiple measures with a differentiated system of supports focused on growth
- Leverage results and findings to inform other HC decisions

- Align PD based on evaluation findings in support for aspiring, new, veteran, and low performers
- Monitor and measure PD effectiveness

Base compensation on performance, including student achievement; freeze salaries of low-performers; fast-track salary increases for high-performing newer teachers; and decouple compensation tied to PD and advanced degrees

- Provide differentiated opportunities to aspiring principals/teachers
- Creates individualized retention plans utilizing multiple incentives and career opportunities for highly effective teachers

To best support the effort to improve educator quality each area should align and inform decision making within each component through Feedback Loops and Information Integration

+ High Level Recommendations
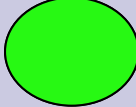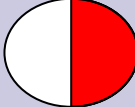
1. Implement early and proactive planning to target and attract high quality recruits

2. Improve the quality of the applicant pool and streamline application efforts

3. Develop recruitment messages that align with and reflect the district's and community's core values

4. Drive policies and processes to enable earlier hiring of teachers and principals

5. Employ equitable distribution practices to analyze the distribution of teachers based on teacher effectiveness measures to ensure that high need schools are staffed with effective teachers and support personnel

6. Incorporate evaluation results and other teacher quality measures in all key human capital decisions including retention, development, and promotion activities

7. Improve proactive and strategic talent management support to principals

8. Identify clear metrics and goals for the department/teams/individual roles that align with the district's overall goals and overall talent management objectives

Recommendations

1. Implement early and proactive planning to target, attract and retain high quality recruits and staff

Vision: Establish an annual process to develop and/or update a recruitment and retention strategic plan that measures and identifies the highest impact recruitment sources and efforts; forecasts hiring needs; and develops strategies and actions to build a robust pipeline based on this analysis.

Through rigorous tracking of retention and attrition data, provide differentiated growth opportunities for staff utilizing multiple incentives and career opportunities for highly effective staff.
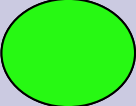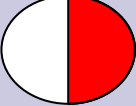
Key Actions	Context / Rationale	Impact Potential	Complexity
A. Develop a recruitment and retention strategic plan with the following key components: • Differentiated and focused recruitment strategies to focus on highest potential candidates and sources • Conduct an annual 3 to 5 year running forecast analysis that identifies retirements, terminations, promotions, and estimated voluntary resignations • Keeping candidates warm through the hiring process with dedicated staff • Multi-pronged communication and outreach efforts • Improved applicant tracking tools and self-service that provide accurate status and progress updates • Develop and foster strategic partnerships with key pipeline programs • Strategically place student teachers at schools with high levels of need and/or turnover – which allows schools a longer view of a candidate's ability • Establish a plan to track, analyze, and identify services and support to principals to drive retention of highest performing teachers	Traditional outreach and recruitment efforts do not optimize efforts and resources and also contributes to later hiring timelines with delayed hiring of conditional certified teachers. Accurate hiring projections by type (traditional, conditional, alt-cert) and by source will help focus efforts and timing to the highest yield sources and strategies This plan should include a process to establish a high bar for career advancement opportunities including granting of tenure. The district has flexibility with the 4 year non-tenure timeline, but removal of teachers after that point has proven very difficult. With the Teachers for Tomorrow program, explore additional supports and experiences for these students throughout their college years and summer breaks as a potential entry point into the recruitment pipeline ; i.e. PD, networking events, summer school support	**High**	**Capacity Data**

+ Recommendations

1. Implement early and proactive planning to target, attract and retain high quality recruits and staff

Vision:	Establish an annual process to develop and/or update a recruitment and retention strategic plan that measures and identifies the highest impact recruitment sources and efforts; forecasts hiring needs; and develops strategies and actions to build a robust pipeline based on this analysis. Through rigorous tracking of retention and attrition data, provide differentiated growth opportunities for staff utilizing multiple incentives and career opportunities for highly effective staff.

Key Actions	Context / Rationale	Impact Potential	Complexity
B. Track and measure retention by performance category • Beyond evaluation ratings, extend retention analysis beyond a single measure, retention is measured for novice teachers, veteran teachers, by school, grade, or subject • Identify specific supports and programs toward retention goals • Analyze reasons for turnover by evaluation ratings and other qualitative measures • Don't penalize principals for "good" turnover • Rigorously track the quality and yield with career ladder programs and academy programs in order to inform investment decisions	Not all turnover is bad; specifying retention/turnover by performance rating or quality will help answer the question: "Are we keeping our best employees?" Retention measures will also help inform the impact of hiring by source Further breaking down turnover into detailed reasons can help focus resources and efforts ; *"What type of turnover can we best control?"* • Career change – non teaching • Out of State • Promotion – other district • Retirement • Teaching – other district	**High**	**Capacity Data**

+ Retention Focus

High Performing Teachers*	Work to Retain	Actively Work to Retain
Low Performing Teachers	Actively work to replace	Expand Sourcing Efforts Early
Retention Mapping	Less Difficult to replace (due to subject, location, etc)	Difficult to replace (due to subject, location, etc)

*Focus resources and efforts where the district can provide greater influence; i.e. high performers who are committed to education and to the community as opposed to geographic relocations and career changers

+ Career Management and Retention

TNTP identified the retention strategies most beneficial to retaining high caliber teachers

FIGURE 11 | LOW-COST RETENTION STRATEGIES FOR IRREPLACEABLES

FEEDBACK & DEVELOPMENT
1. Provided me with regular, positive feedback
2. Helped me identify areas of development
3. Gave me critical feedback about my performance informally

RECOGNITION
4. Recognized my accomplishments publicly
5. Informed me that I am high-performing

RESPONSIBILITY & ADVANCEMENT
6. Identified opportunities or paths for teacher leader roles
7. Put me in charge of something important

RESOURCES
8. Provided me with access to additional resources for my classroom

Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for nearly twice as long (2-6 more years).

Low-cost retention strategies defined as those that influence planned school retention of Irreplaceables. Source: District and survey data.

+ Recommendations

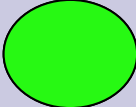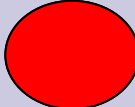## 2. Improve the quality of the applicant pool and streamline application efforts

Vision:	Based on forecasted need, build a pool of high quality candidates from robust recruitment pathways that will yield a cohort of new educators who are highly effective and motivated; efficient and user-friendly application and hiring processes optimize the candidate application and hiring experience

Key Actions	Context / Rationale	Impact Potential	Complexity
A. Analyze the process to identify barriers that limit the pipeline of teaching candidates (See Graphics on slides 30 and 31)	Analyzing the "leaks" in the applicant funnel will enable the District to identify the areas to address and maximize their efforts to yield high quality applicants and new hires. Helps to identify recruitment targets and milestones by each stage. This will require **ACTIVE** tracking of source and candidate status as opposed to passive data collection via the online application process	High	Capacity Data
B. Track the quality of the applicant pool by source through key metrics: • Applicant demographics • Pre-screening and interviewing performance scores • Tracking of performance evaluation results over time • Analyze results to identify most successful sources	Identifying and tracking key metrics will enable the District to measure the overall quality of the applicant pool.	High	Capacity Data
C. List generic postings in the Fall	Posting in the fall prior to budget determination can help "jump start" the recruitment process and build a pipeline of talent; serves as the basis to provide early offers Creates a pool of talent who may be more flexible in placement and who can be recruited and referred to key vacancies	High	Capacity Technology

Analyze the process to identify barriers that limit the pipeline of teaching candidates

•Is the application process too cumbersome? How many candidates start an application but don't complete?

•Are we losing candidates due to the requirements? Are we losing candidates in high need areas?

Are unqualified candidates allowed into the pool?

•Are the interview ratings correlated to teacher quality?

•Does the interview process differentiate the applicant pool?

How are principals identifying candidates for an interview? How are they selecting finalist?

Contacts / Prospects — # of prospective candidates expressing interest in teaching opportunities

Applicants — # of candidates completing an application

Min Qual / Pre-Screen — # of applicants that meet minimum qualifications and/or prescreen criteria

Interviewed — # of eligible applicants who are invited for an interview with a school

Finalists — # of interviewed applicants identified by principals as worthy of an offer (high quality)

Offers — # of finalists receiving an offer

New Hires — # of new teachers hired

Analyzing the yield by stage can help drive your planning efforts by "backwards mapping" against each pipeline stage. This will help identify target goals and measures that will serve as leading indicators toward your ability to meet overall hiring goals.

Example

If only 60% of all contacts complete an application, we will need over 1800 prospects in our pipeline

If 90% of all applicants meet our minimum qualifications, we will need over 1100 applicants

Based on the offer acceptance rate and our goal to provide at least 5 applicants for every vacancy, we would need to conduct 1000 interviews
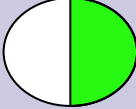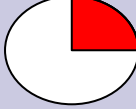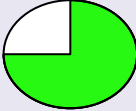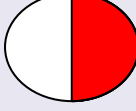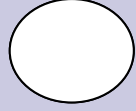
Based on forecasts, we anticipate hiring 200 new teachers for SY19-20.

Contacts / Prospects — # of prospective candidates expressing interest in teaching opportunities

Applicants — # of candidates completing an application

Min Qual / Pre-Screen — # of applicants that meet minimum qualifications and/or prescreen criteria

Interviewed — # of eligible applicants who are invited for an interview with a school

Finalists — # of interviewed applicants identified by principals as worthy of an offer (high quality)

Offers — # of finalists receiving an offer

New Hires — # of new teachers hired

+ Recommendations

2. Improve the quality of the applicant pool and streamline application efforts

Vision:	Based on forecasted need, build a pool of high quality candidates from robust recruitment pathways that will yield a cohort of new educators who are highly effective and motivated; efficient and user-friendly application and hiring processes optimize the candidate application and hiring experience

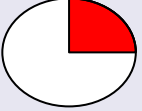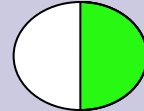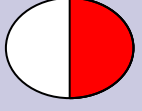| Key Actions	Context / Rationale	Impact Potential	Complexity
D. Establish an employee referral program with monetary and non-monetary incentives; align referral program objectives with overall recruitment and hiring goals Note: Interviews indicated that referrals are given; recommendation is to formalize the practice, monitor, and track	Referral campaigns can be a valuable source for finding talented teachers for your district by accessing the networks of your employees (and others affiliated with the district). High performing charters get approximately half of their new hires from employee referrals	**Medium**	**Capacity Financial**
E. Hire Lead Teachers to support recruitment and pre-screening efforts; lead teachers will provide support during peak hiring times outside of their classroom and teaching hours	With limited recruitment capacity relative to recruitment and hiring needs, leveraging talented teachers can provide additional capacity. Teachers can also better engage candidates by sharing their experiences and insights.	**Med / High**	**Financial**
F. Identify and train ambassadors (central office leaders, teachers, APs and principals) to attend recruitment fairs and work with their alma maters and professional organization affiliations – training will ensure consistency in messaging and branding, as well as with "look fors" *[Quick Win]*	Adds recruitment capacity and allows Principals early access to candidates, Leverages a broader set of expertise, experience, and perspectives in support of recruitment and hiring efforts.	**Med / High**	**Capacity**

+ Recommendations

2. Improve the quality of the applicant pool and streamline application efforts

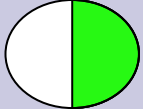| Vision:	Based on forecasted need, build a pool of high quality candidates from robust recruitment pathways that will yield a cohort of new educators who are highly effective and motivated; efficient and user-friendly application and hiring processes optimize the candidate application and hiring experience

Key Actions	Context / Rationale	Impact Potential	Complexity

G. Document the AS-IS process from position creation and job posting through the interview/selection and hiring in order to redesign processes to improve efficiency, drive stakeholder satisfaction, and improve new hire quality
• Document all inputs/outputs/, documents, and key owners per step
• Identify redundant and manual steps as well as bottlenecks
• Assess the candidate experience that minimizes the initial burden and tasks for an applicant; greater scrutiny and documentation should be pushed later in the hiring process
  • Move references, transcripts, Praxis and licensure later
  • Assess communication protocols and procedures
  • Applicants submit a resume and basic information
  • Approved applicants will submit a full application
  • Review all questions to determine mandatory vs. optional
• Adopt greater use of automation and technology to improve efficiencies including integration of ATS and HRMS to avoid duplicate data entry
• Explore ATS functionality for prescreening tools
  • Provide differentiation of applicant pool based on skills, background and competencies; i.e. years experience, pathway, languages, etc.
  • Explore functionality to provide self-service application status tracking
  • Explore mobile friendly functionality
  • Allow job posting transactions to be initiated based on position data in HRMS with defaulting key information based on the specific position (including job type, position number, location, description, and recruitment contact)
	Streamline the application process to reduce the loss of candidates
	
	Research study shows completion rates drop by almost 50% when there are >50 questions as part of the application process when compared with applications with < 25 questions.
	
	Classifying applicants into tiers will help streamline screening; filtering based on desired competencies and experience will further
	
	Use of paper based forms and handoffs across multiple stakeholders can increase the likelihood of data entry errors and delays due to mishandling and the lack of workflow
	
	Data access, integrity, and reporting will be greatly improved; elimination of redundant data entry and duplicative efforts
	
	Note: TalentED implementation has the potential to address several of these areas; integration with HRMS (system of record) is critical
		🟢 **High**	🔴 **Technology**

+ Redesigning the hiring process to improve efficiency and the candidate experience

Process Redesign Impact
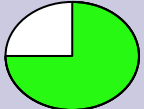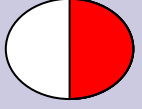
Drives Customer Satisfaction

Fosters a positive "first impression" for new employees

Creates capacity for Principals to focus on other areas

Supports Hiring Efforts

Mitigates the loss of top candidates due to delays in hiring

Builds greater confidence in the hiring process by improving the reputation of the district

Creates HR Capacity

Allows staff to focus on other strategic human capital areas

Allows staff to provide more intensive supports to high need areas

Improves Data Integrity

Establishes a stronger data foundation to inform decision making and strategic planning

Less time spent on administrative tasks and data cleanup

➕ Recommendations

2. Improve the quality of the applicant pool and streamline application efforts

Vision:	Based on forecasted need, build a pool of high quality candidates from robust recruitment pathways that will yield a cohort of new educators who are highly effective and motivated; efficient and user-friendly application and hiring processes optimize the candidate application and hiring experience

Key Actions	Context / Rationale	Impact Potential	Complexity
H. Track and flag all staff that were terminated or resigned in lieu of. Two different statuses: DO NOT HIRE: Terminated employees with clear exit agreements DO NOT RECOMMEND: Employees who resign in lieu of or with previous disciplinary or performance issues Note: District cannot restrict someone from applying, but can control hiring decisions	Interviews indicated frustration with previously terminated employees (or resignations in lieu of) who re-apply. Specific data was not available. Implementing this practice will instill greater confidence in the process from the perspective of hiring managers	**Med / High**	**Capacity Data Technology**
I. Survey new teacher hires and candidates to gather valuable insight into key factors that brought candidates to apply as well as to inform recruitment strategies Focus groups is also an option	Gathering insight and feedback from the District's most recent new hires can help assess marketing and outreach efforts, hiring and onboarding processes, as well as areas to help drive retention	**Med / High**	**Capacity**
J. Loop back findings to University partners and prep programs based on insights gained from evaluation results and key metrics	The District should focus its recruitment and hiring efforts on the programs and sources that yield the highest quality candidates. However, with teacher shortage issues both nationally and locally, the District will need to work with other key partners in order to improve its pipeline of teaching candidates.	**Medium**	**Capacity Data**

+ Recommendations

3. Develop recruitment messages that align with and reflect the district's and community's core values			
Vision:	Key messaging, recruitment materials, and supporting collateral are aligned against the District's "brand" and key values and highlight the main reasons to pursue a teaching career in Prince George's County.		
Key Actions	Context / Rationale	Impact Potential	Complexity
A. Develop marketing and branding key messages • Define up to 3 simple recruitment messages and test messages with new teachers to gather feedback • Use messages consistently in all collateral and communications • Provide an online presence, leverage social media and marketing collateral to reinforce core values and highlights unique characteristics of the district to attract top talent; highlight benefits beyond salary; i.e. career growth opportunities, community offerings; provide online testimonials from teachers and employees sharing their experiences and passion for their work	There is a lack of a consistent brand and messaging to attract high quality candidates. Testimonials from teachers and principals on their experience working in the area along with networking opportunities will support recruitment efforts. Further branding and messaging at the school level can also help draw top talent to higher need sites.	**Medium**	**Capacity Financial**

3. Develop recruitment messages that align with and reflect the district's and community's core values, examples

+ Recommendations

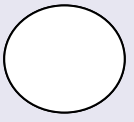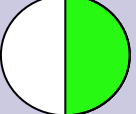| 4. Drive policies and processes to enable earlier hiring of teachers and principals |
|---|

Vision:	District policies, practices and resources are aligned to enable supports and opportunities for principals to select and hire teachers during the April to June time period. Budgeting, recruitment, pipeline management, and vacancy identification efforts are aligned and synchronized to drive early hiring.

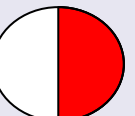| Key Actions	Context / Rationale	Impact Potential	Complexity
A. Based on forecasted need identify high potential candidates early, offer early contracts and then be sure to keep them warm through engagement and communications In addition, ensure that all principal, AP, and other promotions are identified early enough to avoid the domino effect of creating a last minute vacancy	Research shows that early hiring is highly correlated to new teacher quality and higher retention rates. Leveraging generic postings can serve as a foundation to identify early offer candidates Currently, > 10 early offers are given annually Finalizing hiring for new principals early will enable better planning , preparation, and hiring for the next school year	Med / High	Capacity Data
B. Consider eliminating all displaced teacher assignments and opening up mutual consent hiring for all teacher positions; tenured teachers who are not able to secure a placement through mutual consent could be assigned a co-teaching position or serve as a cluster sub to help address low sub fill rates Alternative: Move displaced teacher assignments after the open hiring period but still involve Principals to ensure better matching Note: implementation can be adjusted by subject and/or by school accountability rating	There are on average 10 displaced teacher assignments annually which minimizes the financial risk; robust teacher hiring projections and rigorous hiring oversight can help mitigate risk as well. Late in the hiring season, the quality and quantity of the candidate pool are both diminished; this group could serve to help fill last minute vacancies which will help ensure schools are fully staffed by the start of school	High	CBA Financial

➕ Recommendations

4. Drive policies and processes to enable earlier hiring of teachers and principals

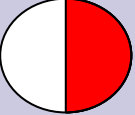| Vision:	District policies, practices and resources are aligned to enable supports and opportunities for principals to select and hire teachers during the April to June time period. Budgeting, recruitment, pipeline management, and vacancy identification efforts are aligned and synchronized to drive early hiring.

Key Actions	Context / Rationale	Impact Potential	Complexity
C. Declaration of Intent (DOI) -- Identify teachers intent (stay or go) early (Jan to Mar) • Consider offering early resignation incentives • School leaders should conduct annual conversations with staff to identify intent; this also includes stay conversations for top performers • Provide online survey capability to easily gather data	The District should look at the number of late resignations and reasons. Late resignations greatly hinder the District's objectives to open up schools fully staffed; in addition, the quantity and quality of teacher candidates late in the hiring season is significantly lower. Identifying intent will help early hiring efforts.	**Med / High**	**Capacity Financial**
D. Utilize and disseminate an annual staffing calendar that identifies key hiring and staffing activities • Budget timeline • Tenure notices • Non-renewals • DOI, Retirement/resignation deadlines • Hiring timeline including events • CBA Deadlines • Fall / Spring Staff Reviews and Visits *[Quick Win]*	Documenting key dates, deadlines, and milestones will provide transparency and help to ensure that all key stakeholders are not only aware of key dates, but also better prepared	**Medium**	**Capacity**

4. Drive policies and processes to enable earlier hiring of teachers and principals

Vision:	District policies, practices and resources are aligned to enable supports and opportunities for principals to select and hire teachers during the April to June time period. Budgeting, recruitment, pipeline management, and vacancy identification efforts are aligned and synchronized to drive early hiring.

Key Actions	Context / Rationale	Impact Potential	Complexity
E. Develop a selection and hiring guidebook with continual training for principals to provide norming and consistency to ensure applicants have the same, high quality opportunity to demonstrate their abilities. Contents include: • Resume and cover letter review guidance • Communication templates – interview selections, offers, rejections • Logistics and guidelines to coordinate on site interviews (open houses or hiring events) • Bank of interview questions and exercises to support behavioral interviews, demo lessons, writing exercises, teaching video analysis, and other options tied to specific competencies • Rubrics to ensure a common foundation for school based selection as well as quantitative measures that can be analyzed to measure applicant quality	Documenting key processes and timelines; along with guidance and best practice strategies and actions; and supported by training will help principals in their human capital efforts. Employing a rigorous interview and selection process that is utilized by most principals will help to ensure higher quality candidates are hired and provide a foundation to better track and measure recruitment and hiring efforts. This guidebook can also include more details on key staffing policies to help with consistency in communication and understanding (i.e. position review decisions and "50 day rule")	**Medium**	**Capacity Financial**
F. Track and measure hiring performance and screening process validity by analyzing teacher performance against interview scores / ratings.	Tracking and analyzing this data will assess whether principals are hiring the best candidates. Will also provide valuable feedback to determine the effectiveness of the interview process	**Med / High**	**Data Technology**

+ Recommendations

5. Employ equitable distribution practices to analyze the distribution of teachers based on teacher effectiveness measures to ensure that high need schools are staffed with effective teachers and support personnel.

Vision:	Policies, initiatives, and supports align to attract, hire, and retain the highest quality teachers at schools with the highest need student population.		
Key Actions	**Context / Rationale**	**Impact Potential**	**Complexity**
A. Analyze and track teacher effectiveness distribution to inform policies and decisions to support higher need schools. Potential policies and actions: • Protect higher need schools from forced placements • Internal transfer opportunities are enabled to staff high need schools with the most effective teachers • Provide earlier hiring opportunities and greater autonomy for high need schools • Offer incentives to attract and retain highly effective teachers • Cohort recruitment and staffing initiatives to support turnaround efforts • Teacher leadership opportunities • Adjust internal transfer policies that potentially contribute toward a further imbalance of equitable distribution of high performing teachers • Individualized retention and career management supports	Research shows that the highest performing teachers are usually not teaching the students who need them the most. Tracking and measuring equitable distribution is dependent on accurate and calibrated evaluation results. In addition to evaluation results, the District should leverage other human capital measures to assess teacher quality. Ensuring that the best teachers are teaching in the highest need schools will be contingent upon policies and initiatives to attract, hire, and retain talent.	**Med / High**	**Capacity CBA Data Eval Data**

+ Selection and Hiring Guide Example

DENVER PUBLIC SCHOOLS
Discover a World of Opportunity™

Teacher Hiring Toolkit
2013-2014

NAME: _____
SCHOOL: _____

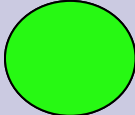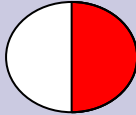---

Teacher Hiring Toolkit 2013-2014

Table of Contents

Instructions:
1. Use this manual as a reference throughout the teacher interview process
2. For templates and other electronic pieces, this manual can be found on the Principal Portal
3. Refer to this manual for:
   a. Understanding and applying the central screening model
   b. Conducting effective application and interview screens at your school
   c. Conducting sample teaching lessons with finalists
   d. Conducting reference checks

Page | 3

+ Recommendations

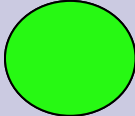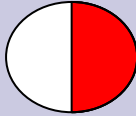| 6. Incorporate evaluation results and other teacher quality measures in all key human capital decisions including retention, development, and promotion activities			
Vision:	With a performance management system that measures the right competencies, actions, and behaviors that drive student achievement; and yields valid evaluation data, the District leverages this data as well as other valid teacher quality measures to inform all of their human capital decision making to ensure teachers are supported, promoted, and rewarded accordingly.		
Key Actions	**Context / Rationale**	**Impact Potential**	**Complexity**
A. As evaluation data accuracy and reliability improves, increase the use of evaluation data and other teacher quality measures in all human capital decision making, including: • Focusing retention efforts on high performers • Identifying future leaders/promotions • Developing/supporting low performers or exiting • Performance Evaluation Data can inform every step of the employee lifecycle. • Rigorously evaluating principals on their human capital efforts to drive effective hiring, retention and development practices at the school level. • Leveraging performance evaluation data to inform recruitment, hiring, development and career management efforts.	With an overwhelming proportion of teachers identified as high performing, the District's performance management system provides little differentiation of performance. Identifying other teacher quality measures will be critical to support key human capital decision making around retention, development, and career management. Leveraging evaluation data and other teacher quality measures to drive retention and staffing decisions will enable the District to focus support and attention accordingly.	**High**	**Capacity Data Eval Data**

Alignment and Connecting the Pieces: How a strong Performance Management system can feed and align with other key areas

Area	Pipeline Development	Selection and Deployment	Performance Evaluation	Development	Pre-Service Training
	Pool quality , experience, and profile trends inform:	*Selection results and measures inform:*	*On-the-job evaluation results inform:*	*PD trends, effectiveness and strategies inform:*	*Program effectiveness measures inform:*
Pipeline Development		Recruitment efforts, focus and strategies.	Most effective educators tied to a recruitment source.	Recruitment needs and focus areas.	Recruitment focus, goals and objectives.
Selection and Deployment	Selection expectations and assessment strategies		Selection activity effectiveness and relevance ; assess ability to screen for the right skills and knowledge.	Selection activities and screening focus and methodologies.	Selection activity expectations and effectiveness.
Performance Evaluation	Evaluation focus and observation needs	Evaluation focus and observation areas; supports calibration efforts.		Evaluation trends and alignment with improvement and support efforts (vs. punitive)	Evaluation trends and calibration efforts for program grads.
Development	PD focus areas: i.e. cultural competency, induction needs, common core	PD strategy alignment and focus areas.	Prescribed PD, supports, and mentoring effectiveness specific to a domain/ area.		PD efforts, focus areas, and alignment with pre-service offerings.
Pre-Service Training	Program cohort size and recruitment goals: i.e. diversity, content focus, turnaround exp	Effectiveness and overall quality measures of a program.	Identification of highly effective candidates for recommendation for advancement.	Program curriculum and coursework efforts.	

+ Recommendations

6. Incorporate evaluation results and other teacher quality measures in all key human capital decisions including retention, development, and promotion activities
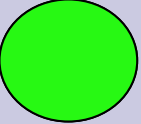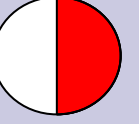
Vision:	Through rigorous tracking of retention and attrition data, provide differentiated growth opportunities for staff utilizing multiple incentives and career opportunities for highly effective staff

Key Actions	Context / Rationale	Impact Potential	Complexity

B. Provide additional capacity support to principals with regard to the evaluation process
 	
• As principals face the challenge to focus time and energy to robustly support the evaluation process, identify supports to evaluators and educators in all aspects of the system provided by HR and Principal Supervisors:
  • On site supports around process and calibration
  • Additional supports provided on an as needed basis include: tools and systems support; administrative and documentation support, data reporting and analysis
  • Support and training through formal PD and principal PLCs
  • Specific supports and services focused on teachers on improvement plans that balances professional growth as well as efficient termination processes to ensure students have an effective teacher to drive their learning
• Continue to assess supporting tools and systems, both for reliability and transactional support as well as for integration to other key systems to drive data driven decision making
	With added flexibility from the waiver of the Fair Teacher Dismissal process, termination of teachers based on performance has not increased.
	
	Interviews indicated that Principals are not fully executing on performance management efforts due to capacity and/or lack of support.
	
	Evaluation support for performance and discipline issues falls solely on the Employee Relations Specialist (1 FTE).
	
	Deputy Superintendents provide minimal support with regard to performance evaluation.
		High	**Capacity Technology**

+ Recommendations

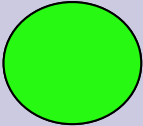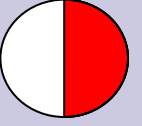| 7. Improve proactive and strategic talent management support to principals			
Vision:	Align key roles, resources and systems to provide timely support and data to principals to support their human capital efforts to attract, hire, retain, and develop the highest quality teachers		
Key Actions	**Context / Rationale**	**Impact Potential**	**Complexity**
A. Employ decentralized hiring decision making that empowers principals to select the right candidates based on their unique needs and environment • Balance principal autonomy with accountability: enable principals with the tools and training to rigorously screen candidates; allow principal decision making to hire (internal or external); hold principals accountable through the evaluation process • Employ mutual consent staffing policies and procedures that ensures all principals have input and final determination on their staffing decisions, including administrative assignment teachers • Allow principals a chance to interview all surplus teachers; "select a candidate from this pool or face the potential of a forced assignment" (incentive) • For unplaced teachers, establish a framework that determines criteria to force place teachers; factors may include: school performance, equitable distribution measures, leadership tenure/capacity, turnover/retention measures • Provide other incentives based on key HC actions; i.e. If able to evaluate out a teacher based on performance then no displaced assignments	As principals are responsible and accountable for student learning and achievement in their schools, they should also be given the autonomy to build a team to best support these goals. In addition, research has shown that principals are one of the most critical factors in retaining as well as attracting, high-performing teachers. This further emphasizes the need to grant principals hiring autonomies.	**High**	**Capacity CBA Financial**

✚ Recommendations

7. Improve proactive and strategic talent management support to principals

Vision:	Align key roles, resources and systems to provide timely support and data to principals to support their human capital efforts to attract, hire, retain, and develop the highest quality teachers		
Key Actions	**Context / Rationale**	**Impact Potential**	**Complexity**
B. Consider repurposing existing positions to focus on two key stakeholders: principals and employees Principals: Create HR Partner roles to serve as "one-stop shop" support • Aligned with the Schools Chief structure, provides support to a group of schools around high quality HR and talent management services • Serves as the customer service point of contact for principals for talent management including screening, selection, on-boarding, transfers, forced placements, separations, performance management, data collection and reporting, and other HR functions and effectiveness measures for all school-based staff • Through collaboration with other key stakeholders, consistently provide data around key human capital metrics to proactively assess progress to date as well as opportunities for support and intervention	One team will focus on supporting principals in their efforts to attract, hire, retain, and develop their staff. The other team will focus on providing high levels of customer service and support to the 4100 employees in the district Due to a heavy focus on transactional work and addressing short-term issues, HR staff are limited in their ability to serve as strategic partners to principals. As these barriers are addressed, the team will have to make a pivot toward a more strategic role. Training and providing "hands-on" learning experiences will help support the team in this endeavor.	**High**	**Capacity Financial Technology**

7. Improve proactive and strategic talent management support to principals

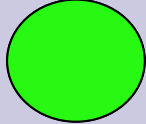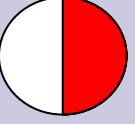## Strategic Work of the HR Partner

Key Duties and Responsibilities

- Strategic Support and Services to Principals
  - Develop relationships and maintain regular contact with principals through regular, proactive, and responsive human communications
  - Strategically support principals on all matters related to recruitment, selection, hiring, staffing, evaluation, development, and retention and will be responsible for seeing inquiries through from start to finish
  - Working with principals to anticipate, plan, and manage vacancies in order order to reduce the time it takes to fill each position and drive early hiring efforts
  - Ensure high performing employees are retained and low performing employees are developed or exited
  - Provide support in budgeting processes to inform and anticipate staffing plans
  - Partner with Recruitment to secure placement of top candidates

- Data Management and Analysis: Monitor and interpret school/district level human capital data
  - Assist the principal in analyzing relevant human capital (HC) data regarding teacher quality, turnover, absenteeism, and other significant levers in improving workforce excellence
  - Work with principal supervisors to provide comprehensive data to guide decision-making.
  - Meets and collaborates regularly with other HRPs to look at common challenges across the team and generate replicable and efficient solutions.
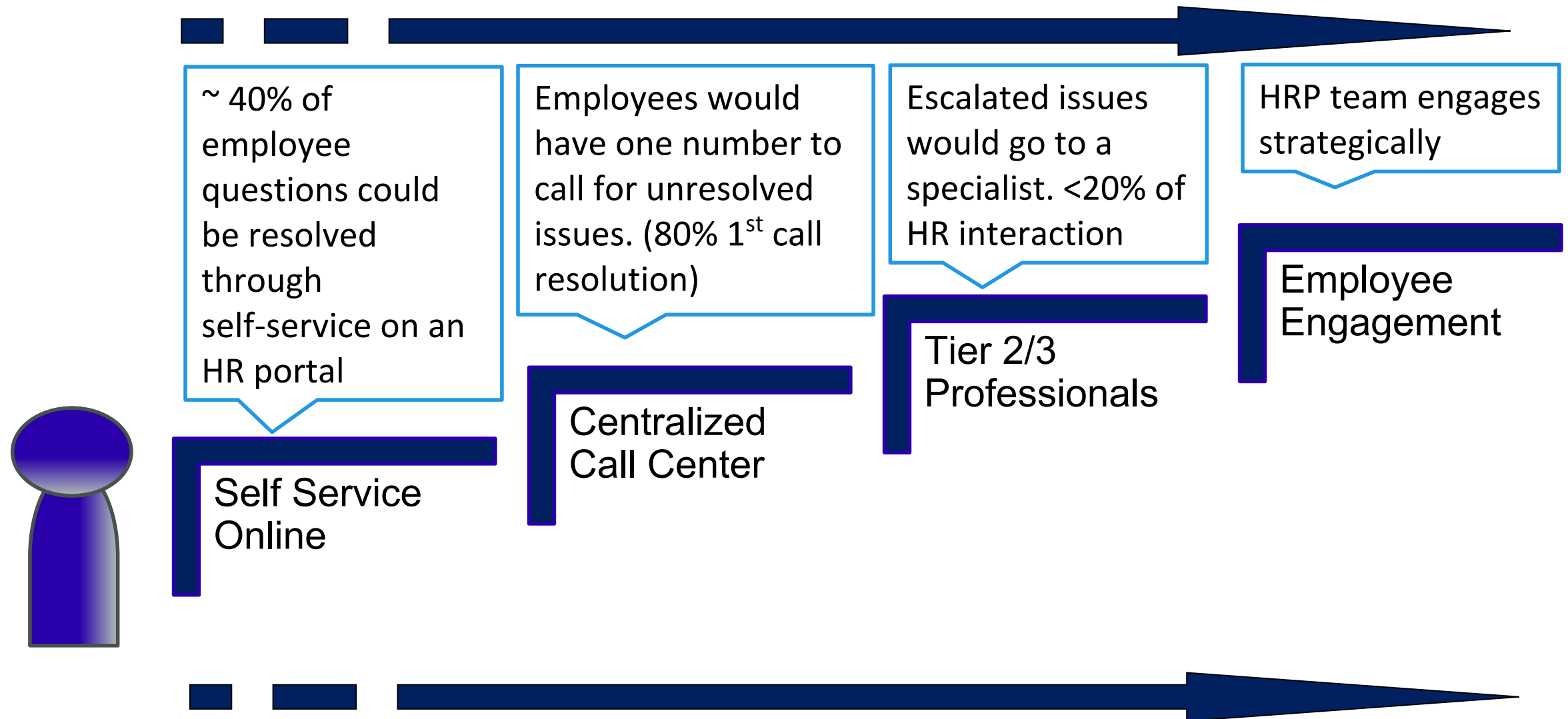
✛ Recommendations

7. Improve proactive and strategic talent management support to principals *(continued)*

Vision:	Align key roles, resources and systems to provide timely support and data to principals to support their human capital efforts to attract, hire, retain, and develop the highest quality teachers

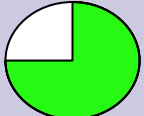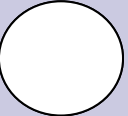| Key Actions	Context / Rationale	Impact Potential	Complexity
B. Consider repurposing existing positions to focus on two key stakeholders: principals and employees Employees: Establish a HR employee service center focused on providing high levels of customer service; • Provides support on all HR functions including: benefits, Leave management, employee records, compensation, payroll, including policies and procedures support. • Establish a call in number will call center tools to track requests and resolution status • Provide employee self-service capability for basic transactions (address change, payroll changes, benefits enrollment/management) to eliminate the need for employees to visit HR in person; • Cross train employee service staff for all HR topics and provide a knowledge bank of key policies, FAQs and related information • Develop and document standard operating procedures (SOPs) to support call center staff as well as for external stakeholders to better understand process details	One team will focus on supporting principals in their efforts to attract, hire, retain, and develop their staff. The other team will focus on providing high levels of customer service and support to the 4100 employees in the district	🟢 **High**	◑ **Capacity Financial Technology**

+ Potential Employee Service Center Model

The future employee experience should be smoother, quicker, easier

~ 40% of employee questions could be resolved through self-service on an HR portal

Employees would have one number to call for unresolved issues. (80% 1st call resolution)

Escalated issues would go to a specialist. <20% of HR interaction

HRP team engages strategically

Self Service Online

Centralized Call Center

Tier 2/3 Professionals

Employee Engagement

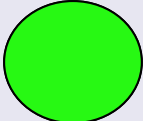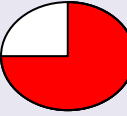## 7. Improve proactive and strategic talent management support to principals

Vision:	Align key roles, resources and systems to provide timely support and data to principals to support their human capital efforts to attract, hire, retain, and develop the highest quality teachers

Key Actions	Context / Rationale	Impact Potential	Complexity
C. Initiate Fall and Spring school visits **Fall Visit Focus:** • Identify supports for the current school year; for new teachers, low performers, etc. • Share retention data and identify specific and targeted retention strategies • Identify candidates for promotion opportunities • Check-in around new teacher quality • Review new teacher hiring data (timing, quality, and source) to inform planning for the coming year **Spring Visit Focus:** • Review retention targets and non-renewals • Identify vacancies (retirements and resignations) • Review declaration of intent findings • Review early contract candidate pool • Review evaluation data including low performers • Review of new teacher performance to drive tenure decisions and other analysis • Review teacher attendance and leave activity *[Quick Win]*	Visits will enable the team to proactively work with Principals to review key data and identify areas of support. Timing of visits should align with key deadlines; i.e. budget release, non renewal decisions, observations; to provide "just-in-time" support Aligning and coordinating this effort with School Chiefs will help to ensure that supports will have a bigger impact and benefit to Principals.	**Med / High**	**Capacity**

➕ Recommendations

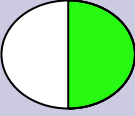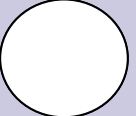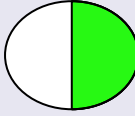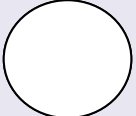## 7. Improve proactive and strategic talent management support to principals

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Key Actions	Context / Rationale	Impact Potential	Complexity
E. Track Employee Attendance and Take Action on any who use Excessive Leave • Leave without pay should be carefully monitored to ensure that leave is warranted, In addition, the district should review the time and attendance system and process to assess the accuracy and integrity of data entry methods.	The correlation between teacher absences and student achievement is well-documented and it is important to track attendance and help Principals address excessive absence issues Leave without pay should be carefully monitored to ensure that leave is warranted Review the time and attendance system and process to assess the accuracy and integrity of data entry methods	**Med / High**	**Capacity**
F. Improve substitute coverage • Explore rolling out FT cluster subs to specific regions • Differentiate substitute needs; absence vs district PD • Explore practice and impact of district driven absences (PD) • Focus group with current subs to determine factors that drive coverage and assignments • Collect location preference from subs and adjust substitute management system accordingly • Consider incentives for harder to staff schools • Analyze the current sub pool to track activity in order to "clean" up the pool • Tracking sub fill rate by month will inform the right timing to actively recruit and hire for the pool	Reducing/eliminating district driven classroom coverage needs may improve sub fill rates Cleaning up the sub pool will reduce the quantity, but will also inform recruitment and hiring needs Higher pay is for certified subs and for special education coverage; expanding this to harder to staff locations may help coverage Some schools already staff permanent subs; this action expands this effort through full time cluster subs who can serve regions with the most absences	**High**	**Capacity Financial Technology**

+ Recommendations

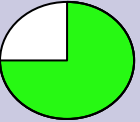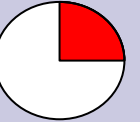| **7. Improve proactive and strategic talent management support to principals**				
Vision:	Align key roles, resources and systems to provide timely support and data to principals to support their human capital efforts to attract, hire, retain, and develop the highest quality teachers			
Key Actions	**Context / Rationale**		**Impact Potential**	**Complexity**
F. Establish a Human Resources Principal Advisory Board who can advise HR as to challenge areas and opportunities for improvement. It is critical for HR to build a culture of service to Principals to meet their human capital needs. *[Quick Win]*	Principals are the primary customer of HR. Identifying a group of Principals who can provide voice and feedback to HR will be invaluable. HR can leverage this group to gather feedback and insight on emerging initiatives, implementation plans, and other key decision points that will affect Principals.		**Medium**	**Capacity**
G. Gather feedback from key stakeholders through surveys and focus groups. Recommend surveying the following groups: • Principals: Probe key areas such as customer service, HR functional areas (recruitment, hiring, performance management, operations, specific services (providing data, training, new hire quality, support of overall mission/vision), and general satisfaction • New Hires: Gauge satisfaction with the hiring process, communication, timelines • Exit Survey (voluntary resignations only): Survey across reasons for resignation (career change, geographic move, other job factors) *[Quick Win]*	HR is already recognized as being good listeners and very responsive. This action formalizes the process to engage and gather feedback from key stakeholders. In addition to quantitative goals and metrics, gathering qualitative feedback from key stakeholders and customers can help inform the department of its strengths and areas of improvement. Online survey tools should be used which collates responses and facilitates the analysis effort. Expanding to other stakeholders (new teachers, candidates, movers/leavers) can provide valuable insight into key practices and processes.		**Medium**	**Capacity**

➕ Recommendations

8. Identify clear metrics and goals for the department/teams/individual roles that align with the district's overall goals and overall talent management objectives

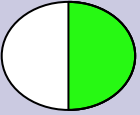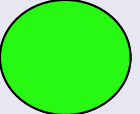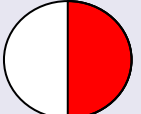| Vision:	HR will identify department goals and objectives that align with the District's strategic objectives and cascades down to each team and individual. Data and dashboards are routinely shared with principals and key stakeholders to measure progress against goals and to support their efforts to attract, hire, retain, and develop talent.

Key Actions	Context / Rationale	Impact Potential	Complexity
A. Create a strategic HC data plan that inventories all key data elements by source and key gaps; specifies a plan to leverage and share this data Documenting data elements • Inventory / map data elements by source • Identify the gap between what's available (reliable) vs. ideal HC metrics • Document ownership and business rules around ownership and access; this includes identifying user rights (edit, view only, etc.) • Develop definitions for measures, charts, and reports Leveraging data to inform decision making • Establish process to link data findings to HR strategic planning and monitoring • Develop language to describe data to various stakeholders (e.g., teachers, principals, parents, board members, cabinet, etc.) • Develop a differentiated training plan by stakeholder • Identify specific actions to support principals and school chiefs' decision making around talent management	A strategic HC data plan will identify the key HC measures that will support HR's strategic plan as well as provide a means to monitor ongoing progress against these goals.	**Med / High**	**Capacity Data**

+ Recommendations

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Vision:	HR will identify department goals and objectives that align with the District's strategic objectives and cascades down to each team and individual. Data and dashboards are routinely shared with principals and key stakeholders to measure progress against goals and to support their efforts to attract, hire, retain, and develop talent.

Key Actions	Context / Rationale	Impact Potential	Complexity
B. Develop a data calendar that outlines key reports and analysis that will be conducted by month. For each item, ownership and frequency should be indicated. Potential reports and analysis include: • Vacancy tracking / reporting • Stakeholder engagement survey findings • Recruitment and Hiring season analysis and review • Teacher hiring forecast • Retention and turnover analysis • Early contract tracker	Establishing and communicating a data calendar will help ensure that all stakeholders are aware of the timing of key reports and analysis. This may also help to lessen the "one-off" data requests as the calendar specifies the schedule.	**Medium**	**Capacity Data**
C. Develop a talent management report / dashboard that identifies the top 2-3 measures by human capital area. Key areas include: • Recruitment and Hiring • Staffing and Deployment • Performance Management • Career Management and Retention	Overall purpose: • Measure and understand the extent to which talent is being optimized across the employee lifecycle • Assist teams in prioritizing areas of strength and areas for improvement • Provide the opportunity to show measurable progress to workforce quality over time • To share key findings with various stakeholders and provide focus	**High**	**Capacity Data Technology**

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Key Human Capital Metrics

Recruitment Data

- Guiding Question
  - What is the quantity and quality of the candidates who apply for teaching positions at my school?

- Key Measures
  - # of total applicants; # and % of total applicants by content area
  - # and % of total applicants by month
  - Source of applicants (e.g., web marketing, referrals, etc.)
  - # and % of IHE pathway data
  - # and % of eligible applicants by key demographics (e.g., race/ethnicity), subject area, alternative pathways
  - Candidates per vacancy ratios – with a focus on hard to staff teaching positions

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Key Human Capital Metrics

Hiring Data

- Guiding Questions

  - Did we hire high quality new teachers?

  - How are my new hires performing at my school?

  - How is teacher talent distributed at my school?

- Key Measures

  - # of external hires by month - with the ability to compare across subject/content areas taught

  - # and % of vacancies filled by internal transfers and external hires

  - Link external hires by to other key metrics (e.g., turnover, performance, etc.)

  - # and % of new teachers by provider with effective or higher ratings in years 1-3

  - # and % of incoming and outgoing teacher transfers by performance rating and school type (e.g., Innovation), network and/or geographical location

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Key Human Capital Metrics

Retention Data

- Guiding Questions

  - Who are the "irreplaceables" in my building? What subjects do they teach? What can I do to retain them?

  - What is the teacher mobility in and out of my school?

- Key Measures

  - # of leavers

  - Top reasons and factors for leavers

  - # and % of movers and stayers to compliment the leavers data

  - # and % of effective and highly effective teachers retained and by subject area

  - Link retention/turnover data to other key metrics – evaluation, demographic, absenteeism, years of experience, etc.

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Key Human Capital Metrics

Teacher Attendance data

- Guiding Questions

    - What general teacher attendance trends do you observe in your school?

    - How many of your teachers are above the __% absenteeism threshold?

- Key Measures

    - # and % of teacher absenteeism data

    - Substitute fill rates by month

    - # and % of teacher absenteeism calculated daily, weekly and monthly

    - # and % of teachers excessively absent – with the ability to capture teachers who reduce absenteeism or exit the profession

    - Average number of absences by reason and category compared to national averages and benchmark goals

    - Financial cost of substitutes

Sample Human Capital Report / Dashboard Components

AREA	DESCRIPTION	FREQUENCY
Recruitment	Measures the ability to attract and build a pipeline of high quality teaching candidates.	Annual (Oct 1)
Selection and Hiring	Measures the ability to select and hire high quality teachers.	Annual (Oct 1)
Equitable Distribution	Measures the placement of highly effective teachers within high need schools.	Annual (Oct 1)
Performance Management	Measures the distribution of teachers by performance category; Includes retention measures	Annual (Oct 1)
Customer Service	Measures the cycle time for key processes	Annual (Oct 1)
Key Operational Metrics	Tracks key hiring and staffing activity	Bi-Weekly / Monthly

Sample Dashboard: Annual Measures

Recruitment

Avg Applicants per Vacancy

7.5

[3.2 for Shortage Areas]

Applicant Profile

35%

Applicants of Color

Selection and Hiring

Hiring Timeline

65%

All New Teachers Hired by June 1

Time to Fill

24

Avg days to to fill a vacancy

New Hire Profile
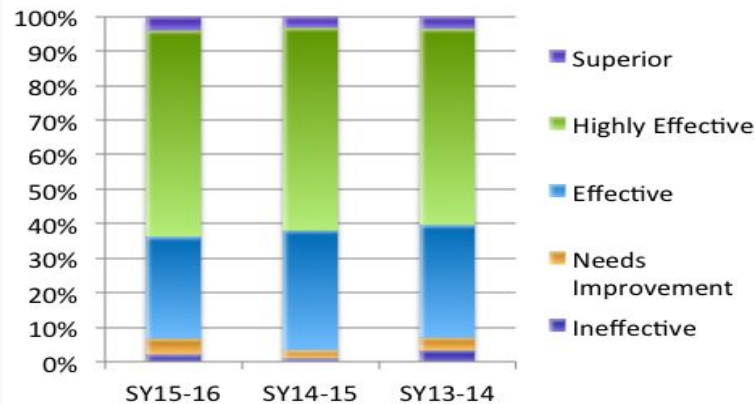
40%

New Hires of Color

2.4
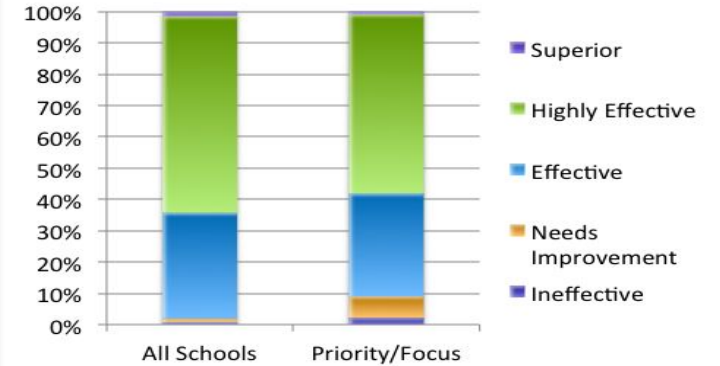
Avg Years Exp

Time to Fill

24.5 Days

New Teacher Quality
Year 1 Evaluation Results

Staffing
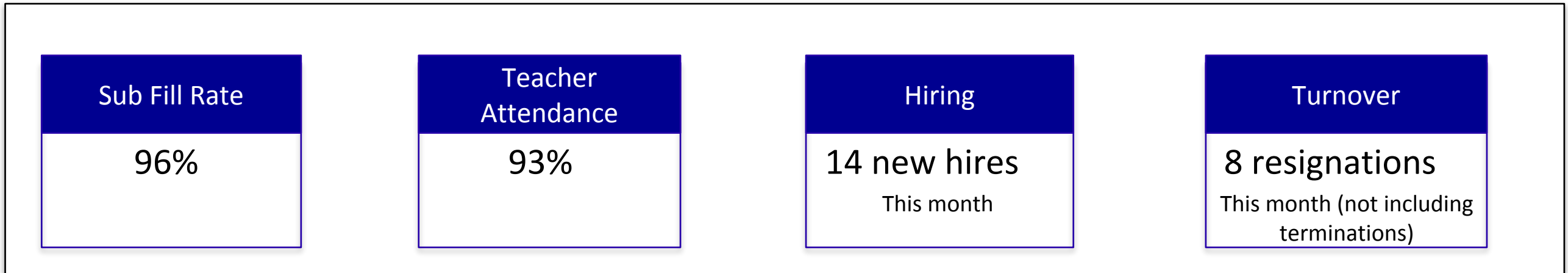
Equitable Distribution

Teacher Retention

90%

92% for highly effective teachers or better

85% for less than effective teachers

Sample Dashboard: Operational Metrics (Weekly/Monthly)

Sub Fill Rate	Teacher Attendance	Hiring	Turnover
96%	93%	14 new hires This month	8 resignations This month (not including terminations)

- Prior year data can provide year to year progress
- Further breakdown of data can provide deeper insight into areas, schools, or around specific inquiries

Next Steps Discussion and Reflection

+ Next Steps Discussion and Reflection

- Questions and Discussion

- Proposed High Level Actions
  - Prioritization and Action Planning: identify all recommendations and assess impact against implementation complexity
    - Identify timelines
    - Assign owners and collaborators leveraging the RACI framework
  - Strategic Data Support
    - Access and Management: Assess and improve data access, integrity, and management efforts
    - Strategic Leverage and Use: Designing protocols, templates, and procedures to share with key stakeholders (i.e. dashboards, reports, principal / principal supervisor meeting facilitation guides)
  - Human Resource and Central Office Organizational Design
    - Identify key roles and responsibilities
    - Determine alignment and coordination of key functions and initiatives