



EXECUTIVE
SUMMARY

Growth Metrics for K-12 Human Capital Management

How Talent Data Can Drive Continuous
Improvement in the Teacher Shortage Era



It is human capital management (HCM) that should rise to the top of the priority list when it comes to solving for more students — and student needs — and fewer teachers.

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This executive summary includes a sampling of key metrics from the full report. For all metrics and more detail on how to use the data to drive human capital decisions, please download the full report at www.FrontlineInstitute.com.

Today's education leaders are managing organizations in which the needs of an increasingly diverse student population are constantly evolving — and the supply of educators is dwindling. Put simply, these leaders need to serve more student needs with fewer of the key talent resources that make high-quality education possible. While federal education policy may set the guard rails for how states and districts respond to this squeeze, it's ultimately the principals and administrators in each individual district who must craft the strategies that will work best for their students. And fewer teachers means that, perhaps now more than ever, those strategies must focus heavily on training, supporting, developing, and deploying teachers.

In other words, *it is human capital management (HCM) that should rise to the top of the priority list when it comes to solving for more students — and student needs — and fewer teachers.* But with limited time and financial resources, decision-makers must develop dependable ways of identifying the high leverage points in their HCM systems and directing the necessary resources to those areas to drive improvement.

Understanding where “high leverage” points may lie from among the many potential levers that a leader may pull first requires understanding what is already happening at each point along the pathway of an educator's school district experience, from recruitment through evaluation and development. *District leaders who want to evaluate their HCM strategies must begin by asking — and answering! — the right questions*, and many districts have already seen the improvement that a holistic approach to HCM can bring.

The newest report from the Frontline Research & Learning Institute delves into how talent data can drive continuous improvement in the teacher shortage era. Studying various HCM reform efforts from the last decade, the Institute has compiled *a recommended set of KPIs* across the entire HCM pathway to provide benchmarks that school and district leaders can use to make improvements that will result in better experiences for teachers — and better outcomes for students.

Key Performance Indicators



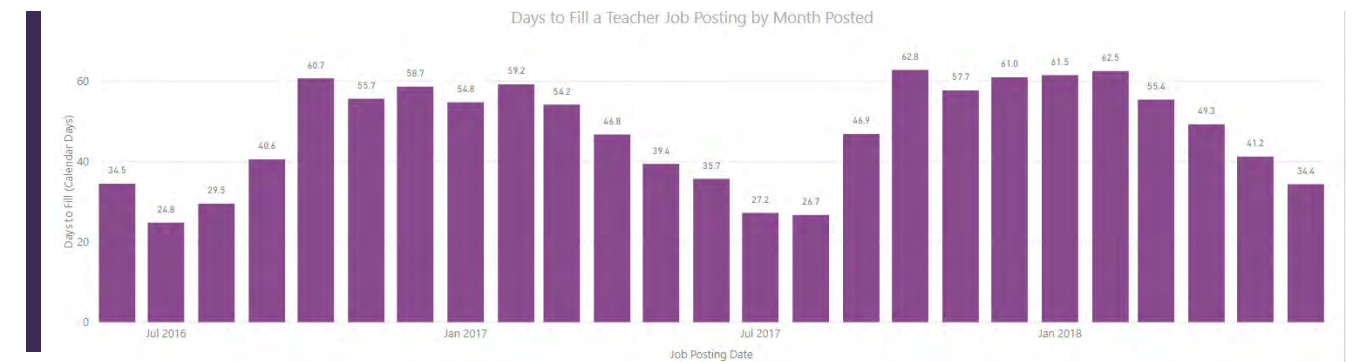
The following metrics are generated from Frontline Education's database, in partnership with over 80,000 schools and several million users nationwide. The Johns Hopkins Center for Research and Reform in Education (CRRE) has conducted several analyses on the representativeness of Frontline Education's data versus national norms.

KEY PERFORMANCE INDICATORS:

Recruiting and Hiring

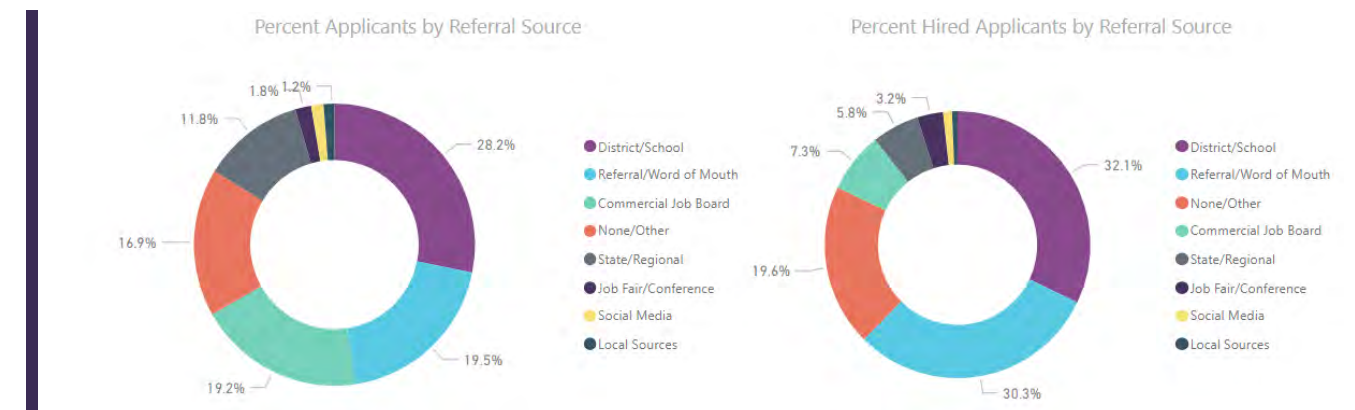
The time it takes to fill open teaching positions is brief and standardized.

Ensure that hiring is both efficient and effective in selecting for long-term retention and educator success.



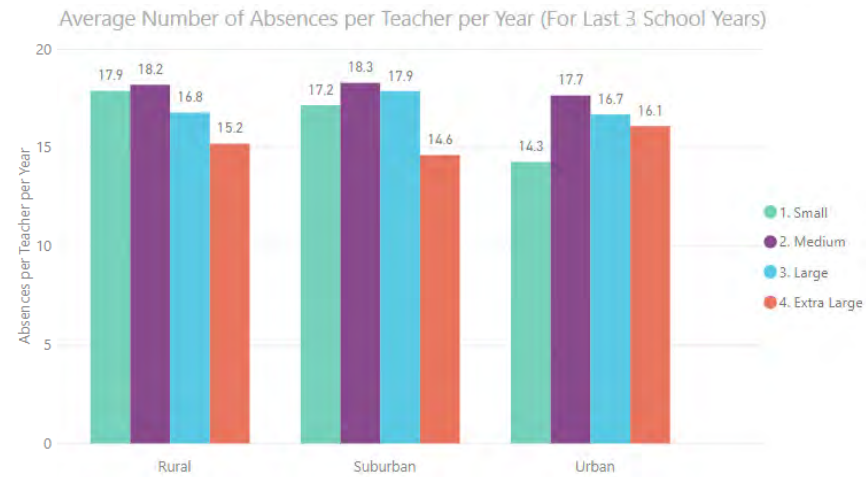
Both referral and hiring sources reflect a broad diversity of origins.

Create a wide recruitment pipeline by maximizing routes like job boards and training program partnerships, but also ensure that hiring processes do not introduce bias by hiring to match the current workforce rather than hiring to meet the needs of students.



KEY PERFORMANCE INDICATORS:

Engagement and Learning



Teachers do not need to miss school for professional reasons and use time away sparingly.

Set schedules to dramatically reduce or eliminate the need for professionally related absences from teaching duties and cultivate a healthy work environment in which educators only need to miss school for illness or emergency.

Professional development meets the minimum criteria set forth in ESSA.

Maximize educator professional development investments and ensure that educators have access to high-quality learning opportunities.

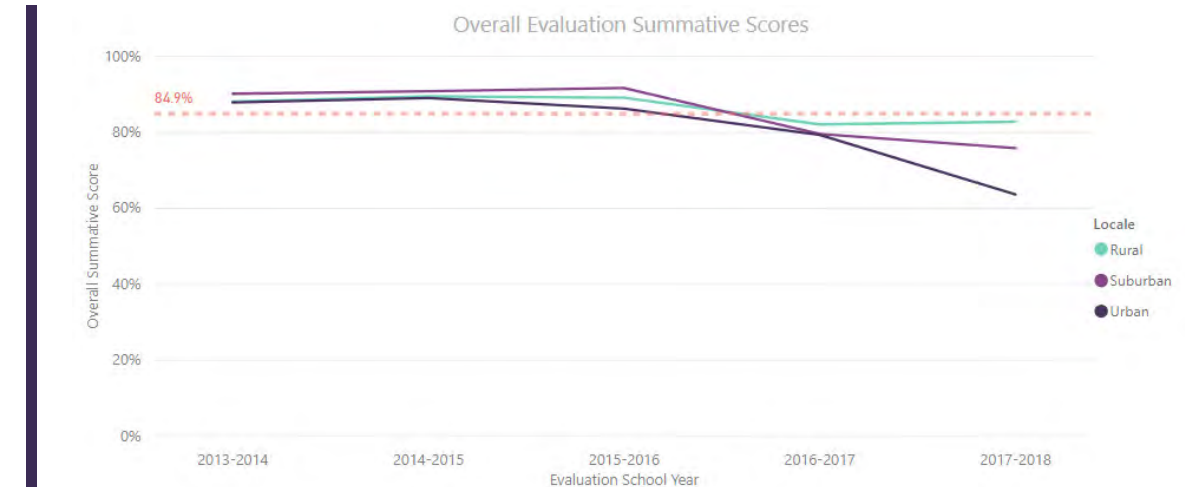


KEY PERFORMANCE INDICATORS:

Evaluation and Feedback

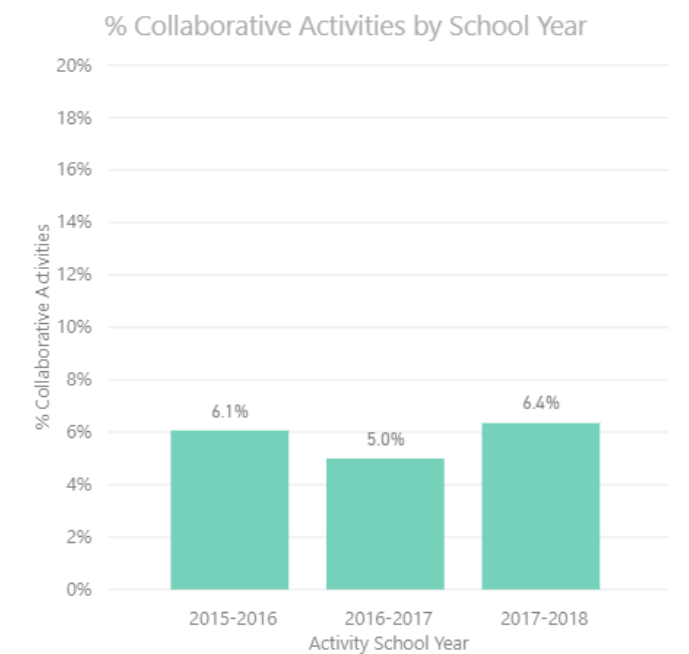
Summative performance evaluations show differentiation that is aligned with educators' demonstrated skills.

Accurately identify areas of strength and growth opportunities.



Educators regularly collaborate with other educators in their subject areas, grade levels and across the curriculum.

Cultivate open and honest feedback that is delivered in a safe and productive way. Educators should find feedback plentiful and actionable, and mentors, coaches and evaluators should see improvement as a result of their feedback to educators.



Learn More

For more insights into K-12 education, and to download the full report, visit

FrontlineInstitute.com

About the Institute

The Frontline Research & Learning Institute generates data-driven research, resources and observations to support and advance the education community. The Institute's research is powered by Frontline Education data and analytics capabilities in partnership with over 12,000 K-12 organizations and several million users nationwide. The Institute's research reports and analysis are designed to provide practical insights for teachers and leaders as well as benchmarks to inform strategic decision-making within their organizations.