

POWER METRICS

Why did USHCA create Power Metrics?

- The USHCA’s Assess, Breakthrough, and Change (ABC) Tools for teachers and principals represent powerful HR/HC assessments that measure 56 components of teacher quality and 33 components of principal quality. All the ABC Tool metrics continue to be important and each represents an important component for measuring key facets of teacher and/or principal quality.
- Based on more than two years of experience helping districts implement these metrics, USHCA identified 15 metrics that districts must collect, analyze, and use in order to get the results that principals and districts expect from HR/HC: improved teacher and principal quality. They tell the story of how and how much HR/HC has improved over time by answering four core questions:
 1. Have we recruited the best teachers and principals?
 2. Have we deployed them deliberately?
 3. Have we retained them strategically?
 4. Have we delivered HR services effectively?

What are USHCA Power Metrics?

- The USHCA Power Metrics are a subset of 15 metrics within the ABC Tools (8 Teacher, 7 Principal) that epitomize HR/HC’s results in four key areas:
 - Getting the best teachers and principals (Recruit)
 - Deploying them deliberately to schools (Deploy)
 - Retaining them strategically (Retain)
 - Delivering HR services effectively (Deliver)
- Used together, these Power Metrics provide HR/HC with metrics for strategies most likely to impact teacher and principal quality, as well as a way to assess the impact of efforts on the fundamental work of HR/HC. Some Power Metrics measure HR’s actions specifically (# of applicants per vacancy), while others measure larger teacher and leader effectiveness outcomes (distribution of teacher and leader effectiveness ratings across high- and low-need schools).
- Power Metrics help all district staff understand the state of teacher and principal quality in the district. Therefore, all stakeholders must review and analyze this data at least annually and measure growth over time.

How can I use these Power Metrics?

- Build them into your human capital scorecard – and put systems, structures, and processes into place to measure them across the year.
- Communicate and share these metrics with principal supervisors and principals where appropriate to drive school level improvement (e.g., for each school and region look at % of vacancies filled by month).
- Link them to goals at the team/individual level to ensure that resources and actions are tied to results.
- Use them to help prioritize key internal activities, such as data collection, reporting, and process improvement.
- Benchmark your performance with other districts both within and outside the USHCA.
- Communicate these metrics to School Board and district leadership regularly to ensure that they have an accurate picture on workforce quality in the district.
- Analyze power metrics at least once a year through a rigorous HR step-back to diagnosis areas of strength and growth for the HR team. Consider including key stakeholders in these sessions.

Click on each metric below to read more detailed information in this document. For more information and resources, explore the [USHCA Learning Community](#).

Core Purpose	Teachers	Principals
Get the Best <i>Have we recruited the best?</i>	<ul style="list-style-type: none"> • % of new teachers with effective or higher ratings at end of 1st, 2nd, and 3rd years by new hire pathway <ul style="list-style-type: none"> ○ Applicants per vacancy by subject/level ○ % of vacancies filled by month • Principal satisfaction with applicant pool 	<ul style="list-style-type: none"> • % of new principals with effective or higher ratings at end of 1st, 2nd, and 3rd years by new hire pathway <ul style="list-style-type: none"> ○ Applicants per vacancy ○ % of vacancies filled by April 1 (March 1 for turnaround and new schools) • Principal Supervisor satisfaction with pool
Deploy Them <i>Have we deployed them deliberately?</i>	<ul style="list-style-type: none"> • Distribution of teacher effectiveness ratings across high- and low-need schools <ul style="list-style-type: none"> ○ % of effective teacher transfers to high-need schools ○ % of involuntary transfers placed in high-need schools ○ % of new teachers at high-need schools 	<ul style="list-style-type: none"> • Distribution of principal effectiveness ratings across high- and low-need schools
Retain Them <i>Have we retained them strategically?</i>	<ul style="list-style-type: none"> • Retention rate of highly effective teachers, by high- and low-need schools <ul style="list-style-type: none"> ○ % of low performers exited ○ % of high performers promoted/ retained 	<ul style="list-style-type: none"> • Retention rate of highly effective principals, by high- and low-need schools <ul style="list-style-type: none"> ○ % of low performers exited ○ % of high performers promoted/retained
Deliver Effective HR Services <i>Have we delivered HR services effectively?</i>	<ul style="list-style-type: none"> • Principal satisfaction with data and support provided for HC management 	<ul style="list-style-type: none"> • Principal Supervisor satisfaction with data and support provided for HC management

***Bolded metrics are output measures**

TEACHER | GET THE BEST | **Power Metric: Percent of New Teachers with Effective or Higher Ratings in Years 1-3 by Pathway**

Benchmark	75% of new teachers with effective or higher ratings at end of year 1; bottom quartile teachers non-renewed if no improvement after one year
Why is this a Power Metric	Effectiveness provides objective data on how well new hires performed in the classroom and provides insight into which pathways are most effective. Assigning students to three effective teachers in a row has the possibility to produce significant and lasting achievement gains
Suggested Owner	Teacher Effectiveness with support from Recruitment
When to Collect	June and July
Tips on Data Collection	<ul style="list-style-type: none"> • Use current teacher evaluation data • Define your start date ranges for each new hire cohort and remain consistent • Track both general pathway information (alternative v traditional) as well specific programs and schools of education
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Teacher Evaluation Systems: Major Challenges and Potential Solutions • [tool] Using Your Evaluation Data to Drive Decision-Making • [highlight] Hillsborough's Teacher Assistance Plan • [highlight] Pittsburgh's Educator Effectiveness Report • [highlight] NYCDOE Teacher Prep Program Reports • [highlight] TN Report Card on Effectiveness of Teacher Training Programs
Alignment to ABC Tool	<p>Teacher ABC III.E – Tracking New Hire Performance</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • I.A. Influencing Schools of Education • I.D. Recruiting from Multiple Pathways • I.I. Analyzing Turnover and Retention • II.A. Developing a Hiring Timeline • II.D. Hiring Early to Ensure Best Quality in Shortage Fields • III.A. Inducting New Teachers • IV.C. Granting Tenure

TEACHER | GET THE BEST | **Power Metric: Teacher Applicants per Vacancy**

Benchmark	10 to 1 ratio; 5 to 1 ratio in critical shortage areas
Why is this a Power Metric	To recruit the best, you need <u>quantity</u> as well as quality
Suggested Owner	Recruitment Lead
When to Collect	January to August
Tips on Data Collection	Vacancies should be counted only once, but applicants may be counted multiple times based on multiple application submissions
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Top Recruitment Strategies • [tool] Hiring & Recruitment Data and Presentation Templates • [tool] Using Your Evaluation Data to Drive Decision-Making • [tool] Levers for Impacting Equitable Distribution • [tool] Differentiated Services to Schools • [tool] Nine Strategic Quick Hits (#4, #5, and #9) • [tool] Sample Teacher Staffing Calendar • [tool] HR Annual Planner • [webinar] Webinar: Setting Recruitment Goals
Alignment to ABC Tool	<p>Teacher ABC I.D – Recruiting from Multiple Pathways</p> <p><u>Supporting Strategies:</u></p> <ul style="list-style-type: none"> • I.B - Maximizing Student Teachers • I.I - Analyzing Turnover and Retention • II.A - Developing a Hiring Timeline • II.B - Requiring Notification for Resignations and Retirements • II.D - Hiring Early to Ensure Best Quality in Shortage Fields • IV.B - Limiting Transfer Periods

TEACHER | GET THE BEST | **Power Metric: Percent of Teacher Vacancies Filled by Month**

Benchmark	100% vacancies filled by 4/1; 100% turnaround school vacancies filled by 3/1
Why is this a Power Metric	Research shows hiring candidates early yields higher quality candidates
Suggested Owner	Staffing Lead, Recruitment Lead
When to Collect	January to October; all year, if possible
Tips on Data Collection	<ul style="list-style-type: none"> • Vacancies should be counted only once and should be added together to gain an accurate picture of total vacancies • Early contracts can be made but should not count as a vacancy filled until the early contract candidate fills a full time vacancy
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Teacher Staffing Calendar • [tool] HR Annual Planner • [tool] Hiring & Recruitment Data and Presentation Templates • [tool] Webinar: Setting Recruitment Goals • [tool] Sample Early Contract Letter • [highlight] Denver's Teacher Hiring Toolkit • [highlight] Differentiated Services to Schools
Alignment to ABC Tool	<p>Teacher II.A – Developing a Hiring Timeline</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Teacher I.B - Maximizing Student Teachers • Teacher I.I - Analyzing Turnover and Retention • Teacher II.A - Developing a Hiring Timeline • Teacher II.B - Requiring Notification for Resignations and Retirements • Teacher II.D - Hiring Early to Ensure Best Quality in Shortage Fields • Teacher IV.B - Limiting Transfer Periods

TEACHER | GET THE BEST | **Power Metric: Principal Satisfaction with Applicant Pool**

Benchmark	90% of principals are satisfied
Why is this a Power Metric	As HC's key customer, principal satisfaction with HC's services is paramount
Suggested Owner	HR Lead
When to Collect	October to November; end of staffing season
Tips on Data Collection	<ul style="list-style-type: none"> • Use a principal survey to assess satisfaction • Consider convening a focus group to probe for additional detail
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Teacher Evaluation Systems: Major Challenges and Potential Solutions • [tool] Using Your Evaluation Data to Drive Decision-Making • [tool] Sample Principal Survey • [tool] Differentiated Service to Schools • [highlight] Hillsborough's Teacher Assistance Plan • [highlight] Pittsburgh's Educator Effectiveness Report • [highlight] NYCDOE Teacher Prep Program Reports • [highlight] TN Report Card on Effectiveness of Teacher Training Programs
Alignment to ABC Tool	<p>Teacher ABC II.E – Matching Best Applicants to Vacancies</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Teacher I.D - Recruiting from Multiple Pathways • Teacher I.F - Tracking Quality Applicants • Teacher II.E - Matching Best Applicants to Vacancies • Teacher II.F - Developing Principals' Skills in Hiring and Selection Best Practices

TEACHER | DEPLOY THEM | **Power Metric: Distribution of Teacher Effectiveness Ratings Across High- and Low-Need Schools**

Benchmark	High- and Low-Need Schools are within 10% range of each other on the percentage of teachers rated effective or above; 0 involuntary transfers placed in high-need schools
Why is this a Power Metric	To close the achievement gap, we must ensure that our highest-need students have equal (or greater) access to effective teachers. Tipping Point: When 20% or more of the teachers in a school are ineffective, schools are no longer able to improve student achievement
Suggested Owner	Teacher Effectiveness Lead
When to Collect	Review mid-year ratings (if available) and end of year; monitor transfers during/after transfer period; monitor new teacher placements at start of year
Tips on Data Collection	<ul style="list-style-type: none"> • Define effective teachers, high-need schools; calculate % teachers by category, % of teachers in high-need and low-need schools • Identify effective teachers who transferred within the district; disaggregate transfers based on level of need • Identify teachers who were displaced from their schools and who were not selected by principals during voluntary selection process • Calculate % of new teachers who are in high- vs. low-need schools
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Using Your Evaluation Data to Drive Decision-Making • [tool] Differentiating Services to Schools • [tool] Levers for Impacting Equitable Distribution • [tool] Differentiated Services to Schools
Alignment to ABC Tool	<p>Teacher ABC IV.C – Staffing High-Need Schools with Great Talent</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Teacher I.B - Maximizing Student Teachers • Teacher I.I - Analyzing Turnover and Retention • Teacher II.A - Developing a Hiring Timeline • Teacher II.B - Requiring Notification for Resignations and Retirements • Teacher II.D - Hiring Early to Ensure Best Quality in Shortage Fields • Teacher IV.B - Limiting Transfer Periods

TEACHER | RETAIN THEM | **Power Metric: Retention of Highly Effective Teachers (low performers exited; high performers retained)**

<p>Benchmark</p> <p>Why is this a Power Metric</p>	<p>90% retention rate with little to no variation between high- and low-need schools</p> <p>To close the achievement gap, we must ensure that our highest-need students have equal (or greater) access to effective teachers. To strategically retain staff, you must maximize the reach of high performers while addressing the lowest performers; TNTP's Irreplaceables research showed that the top 20% of teachers generate 5-6 months more of student learning in one year. Districts are not only failing to retain enough teachers but there's also a failure to retain the right teachers. Tipping Point: When 20% or more of the teachers in a school are ineffective, schools are no longer able to improve student achievement</p>
<p>Suggested Owner</p> <p>When to Collect</p>	<p>Teacher Effectiveness Lead</p> <p>Review mid-year ratings (if available) and end of year; monitor transfers during/after transfer period; monitor new teacher placements at start of year</p>
<p>Tips on Data Collection</p>	<ul style="list-style-type: none"> • Define highest and lowest performers • For all low performers, identify those who left the school system by reason for each departure (e.g., non-renewal, attrition) • Identify low performers on improvement plans and/or up for tenure review; for highest performers, identify those who left the school system, who transferred to another school or position, or who are on leave • Identify the nature of each change (e.g., promoted, left school, left district) • Calculate % of new teachers who are in high- vs. low-need schools
<p>Related Tools and Resources</p>	<ul style="list-style-type: none"> • [tool] Using Your Evaluation Data to Drive Decision-Making • [tool] Differentiating Services to Schools • [tool] Levers for Impacting Equitable Distribution • [tool] Differentiated Services to Schools
<p>Alignment to ABC Tool</p>	<p>Teacher ABC VIII.C – Retaining Highly Effective Teachers</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Teacher V.B - Structuring Compensation Systems Based on Performance/Role • Teacher VIII.A - Providing Career Paths for Highly Effective Teachers • Teacher VIII.B - Recruiting Highly Effective Teachers for Differentiated Roles in High-Need Schools • Teacher VIII.C - Retaining Highly Effective Teachers • Teacher VIII.D - Creating Teacher Leadership Opportunities for Highly Effective Teachers • Teacher IX.A - Developing Principals as HC Managers

TEACHER | DELIVER EFFECTIVE HR SERVICES | **Power Metric: Principal Satisfaction with Data and Support For HC Management**

Benchmark	90% of principals are satisfied with data and support for HC management
Why is this a Power Metric	A primary goal for HC is to support the principal as human capital manager by providing data and support
Suggested Owner	HR Lead
When to Collect	October to November
Tips on Data Collection	<ul style="list-style-type: none"> • Use a principal supervisor to assess satisfaction • Consider convening a focus group to probe for additional detail
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Sample Principal Survey • [tool] What a Difference a Focus Makes: The Emerging Role of the HR Partner in the District • [tool] Job Description of HR Partner • [tool] Sample Scorecard of HR Partner • [tool] Creating an Environment for Principals to be Great HC Managers
Alignment to ABC Tool	<ul style="list-style-type: none"> • Teacher ABC IX.A – Developing Principals as HC Managers • Teacher IX.B – Providing Data to Support Principals’ HC Management • Teacher ABC IX.F – Providing Management Tools to Guide Principals in HC Decisions <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Teacher II.F - Developing Principals' Skills in Hiring and Selection Best Practices • Teacher II.G - Monitoring and Supporting Staffing at High-Needs Schools • Teacher IV.C - Staffing High-Needs Schools with Great Talent • Teacher IV.E - Placing Surplus Teachers • Teacher VI.F - Providing Principals Guidance on Low Performers

PRINCIPAL | GET THE BEST | **Power Metric: Percent of New Principals with Effective or Higher Ratings in Years 1-3 by Pathway**

Benchmark	75% of new principals with effective or higher ratings at end of year 1
Why is this a Power Metric	Effectiveness provides objective data on how well new hires performed in schools and provides insight into which pathways are most effective. Effective principal leadership is second, only to teachers, in school-based factors with the greatest impact on achievement
Suggested Owner	Principal Effectiveness Lead with support from Recruitment
When to Collect	June and July
Tips on Data Collection	<ul style="list-style-type: none"> • Use current principal evaluation data • Define your start date ranges for each new hire cohort and remain consistent • Track both general pathway information (alternative v traditional) as well as programs and schools of education • [tool] Using Your Evaluation Data to Drive Decision-Making
Related Tools and Resources	
Alignment to ABC Tool	n/a
	<u>Supporting Strategies</u> <ul style="list-style-type: none"> • Principal I.A - Analyzing Turnover and Projecting School Principal Vacancies • Principal I.B - Influencing Providers of Aspiring Principals • Principal I.C - Ensuring Sufficient Quality Pipelines from Multiple Pathways • Principal III.B - Supporting Quality Induction of New Principals • Principal III.C - Ensuring High Quality Mentors and Coaches

PRINCIPAL | GET THE BEST | **Power Metric: Principal Applicants per Vacancy**

Benchmark	5 to 1 ratio
Why is this a Power Metric	To recruit the best, you need quantity as well as quality
Suggested Owner	Recruitment Lead or Leadership Development
When to Collect	November to August
Tips on Data Collection	<ul style="list-style-type: none"> • Vacancies should be counted only once, but applicants may be counted multiple times based on multiple application submissions
Related Tools and Resources	<ul style="list-style-type: none"> • [webinar] Projecting Principal Vacancies • [tool] Webinar: Projecting Principal Vacancies • [tool] HR Annual Planner • [tool] USHCA Vacancy Modeler • [tool] Sample Staffing Calendar - Principal Position • [tool] Principal Base Hits (#1, #2, #6) • [tool] Principal Quick Hits (#1, #2) • [highlight] Denver Principal Vacancy and Candidate Tracker • [highlight] Baltimore "Creating a Strong Internal Pipeline of Principals – From Teacher Leadership to Principal Preparation Facilitators"
Alignment to ABC Tool	<p>Principal ABC I.C – Ensuring Sufficient Quality Pipelines from Multiple Pathways</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal I.A. Analyzing Turnover and Projecting School Principal Vacancies • Principal I.C. Ensuring Sufficient Quality Pipelines from Multiple Pathways • Principal I.D. Cultivating Internal Candidate Pipelines • Principal II.A. Developing an Early and Aggressive Selection Timeline

PRINCIPAL | GET THE BEST | **Power Metric: Percent of Principal Vacancies filled by April 1**

Benchmark	100% of vacancies filled by April 1; 100% of vacancies in turnaround schools filled by March 1
Why is this a Power Metric	Research shows hiring candidates early yields higher quality candidates. Particularly for the principal position, early hiring allows the new principal to assist with preparations and school staffing for the coming year
Suggested Owner	HR Lead, Staffing Team
When to Collect	January to October; all year, if possible
Tips on Data Collection	<ul style="list-style-type: none"> • Vacancies should be counted only once and should be added together to gain an accurate picture of total vacancies • Be sure to include vacancies for any new schools opening
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] HR Annual Planner • [tool] USHCA Vacancy Modeler • [tool] Sample Staffing Calendar - Principal Position • [tool] Principal Base Hits (#2, #6, #7) • [tool] Principal Quick Hits (#1, #2) • [webinar] Webinar: Projecting Principal Vacancies
Alignment to ABC Tool	<p>Principal ABC II.A – Developing an Early and Aggressive Selection Timeline</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal I.C - Ensuring Sufficient Quality Pipelines from Multiple Pathways • Principal I.D - Cultivating Internal Candidate Pipelines • Principal II.A - Developing an Early and Aggressive Selection Timeline • Principal II.E - Collaborating with Principal Supervisors to Match Assistant Principal Candidates to School Needs

PRINCIPAL | GET THE BEST | **Power Metric: Principal Supervisor Satisfaction with the Pool**

Benchmark	90% of principal supervisors satisfied
Why is this a Power Metric	As a secondary key customer, a principal's supervisor's satisfaction with HC's services is critical
Suggested Owner	HR Lead
When to Collect	October to November; end of staffing season
Tips on Data Collection	<ul style="list-style-type: none"> • Use a principal supervisor survey to assess satisfaction • Consider convening a focus group to probe for additional detail
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Sample Principal Supervisor Survey • [tool] Principal Base Hits (#7) • [tool] Principal Quick Hits (#3)
Alignment to ABC Tool	<p>Principal ABC I.C – Ensuring Sufficient Quality Pipelines from Multiple Pathways</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal I.C - Ensuring Sufficient Quality Pipelines from Multiple Pathways • Principal I.D - Cultivating Internal Candidate Pipelines • Principal II.E - Collaborating with Principal Supervisors to Match Assistant Principal Candidates to School Needs • Principal II.F - Supporting Principal Supervisors on Leadership at High-Needs Schools

PRINCIPAL | DEPLOY THEM | **Power Metric: Distribution of Principal Effectiveness Ratings Across High- and Low-need Schools**

<p>Benchmark</p> <p>Why is this a Power Metric</p>	<p>High- and low-need schools are within 10% range on the percentage of principals rated effective or above</p> <p>After teachers, principals are the second most important school-based factor impacting student achievement. In order to close the achievement gap, we must ensure that our highest-need schools have equal (or greater) access to effective principals</p>
<p>Suggested Owner</p>	<p>HR Lead</p>
<p>When to Collect</p>	<p>June to August; after ratings are released</p>
<p>Tips on Data Collection</p>	<ul style="list-style-type: none"> • Define the appropriate rating categories or ranges to use to identify effective principals • Define what a high-need school is in your district • Calculate the percent of principals in each rating category • For principals in each rating category calculate the % of principals in high-need schools and low-need schools
<p>Related Tools and Resources</p>	<ul style="list-style-type: none"> • [tool] Differentiated Services to Schools • [tool] Levers for Impacting Equitable Distribution • [tool] Guiding Questions for Equitable Distribution Conversations
<p>Alignment to ABC Tool</p>	<p>n/a</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal II.D – Developing an Advertisement Based on School Leadership’s Profile • Principal II.F – Supporting Principal Supervisors on Leadership at High Need Schools • Principal IV.C – Structuring Compensation Systems Based on Performance and/or Need • Principal VI.A – Providing Expanded Leadership Roles for Existing Principals

PRINCIPAL | RETAIN THEM | **Power Metric: Retention of Highly Effective Principals (low performers exited; high performers retained)**

Benchmark	85% retention of highly effective principals with no more than a 10% retention difference between high- and low-needs schools
Why is this a Power Metric	To strategically retain staff, you must maximize the reach of high performers while addressing the lowest performers. Highly effective principals should be equitably distributed between high- and low-need schools to ensure that students with the greatest needs have access to effective leadership
Suggested Owner	HR Lead, Principal Effectiveness Lead, Principal Supervisors
When to Collect	June to August; after school year and once ratings are released
Tips on Data Collection	<ul style="list-style-type: none"> • Define the appropriate rating categories or ranges to use to identify effective principals; identify principals in each rating category. Define what a high-need school is in your district; calculate the % of principals in high-need schools and low-need schools by effectiveness rating. • For all low performers for a given time period, identify those who left the school system <ul style="list-style-type: none"> ○ Determine the reason for each departure (e.g., non-renewal, attrition) ○ Identify low performers who may be on improvement plans and/or review • For all of the highest performers for a given time period, identify those who left the school system, those who transferred to another school or position, or those who are on leave <ul style="list-style-type: none"> ○ Determine the nature of each change (e.g., changed role/promoted, left school, left district)
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Using Your Evaluation Data to Drive Decision-Making • [tool] Differentiating Services to Schools • [tool] Levers for Impacting Equitable Distribution • [tool] Principal Base Hits (#8 Chart Career Options for Effective Principals)
Alignment to ABC Tool	<p>Principal ABC VI.B - Retaining Highly Effective Principals, Principal ABC V.F - Linking Performance to HR Decisions and Principal's Development Opportunities</p> <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal IV.C - Structuring Compensation Systems Based on Performance and/or Need • Principal V.C - Providing Regular & Comprehensive Human Capital Feedback to Principals to Inform Performance • Principal V.E - Providing Principal Supervisors Guidance on All Principal Evaluations with Additional Support for Low Performers • Principal V.F - Linking Performance to HR Decisions and Principal's Development Opportunities • Principal VI.A - Providing Expanded Leadership Roles for Existing Principals

PRINCIPAL | DELIVER EFFECTIVE HR SERVICES | **Power Metric: Principal Supervisor Satisfaction with Data and Support For HC Management**

Benchmark	90% of principal supervisors are satisfied with data and support for HC management
Why is this a Power Metric	A primary goal for HC is to support the principal supervisor as human capital manager by providing data and support
Suggested Owner	HR Lead
When to Collect	October to November
Tips on Data Collection	<ul style="list-style-type: none"> • Use a principal supervisor survey to assess satisfaction • Consider convening a focus group to probe for additional detail
Related Tools and Resources	<ul style="list-style-type: none"> • [tool] Sample Principal Supervisor Survey • [tool] Sample Principal Survey • [tool] What a Difference a Focus Makes: The Emerging Role of the HR Partner in the District • [tool] Job Description of HR Partner • [tool] Sample Scorecard of HR Partner
Alignment to ABC Tool	<ul style="list-style-type: none"> • Principal VII.A - Providing Data to Support Principal Supervisors' HC Management • Principal VII.B - Offering Learning Opportunities and Clear Instructional Role Definition for Principal Supervisors as Human Capital Managers • Principal VII.D - Providing Human Capital Management Tools to Support Principal Supervisors in Decision-Making <p><u>Supporting Strategies</u></p> <ul style="list-style-type: none"> • Principal II.D - Developing an Advertisement Based on the School's Leadership Profile • Principal II.E - Collaborating with Principal Supervisors to Match Assistant Principal Candidates to School Needs • Principal II.F - Supporting Principal Supervisors on Leadership at High-Needs Schools • Principal V.B - Ensuring Inter-rater Reliability of Principal Supervisors • Principal V.E - Providing Principal Supervisors Guidance on All Principal Evaluations with Additional Support for Low Performers • Principal VII.A - Providing Data to Support Principal Supervisors' HC Management • Principal VII.B - Offering Learning Opportunities and Clear Instructional Role Definition for Principal Supervisors as Human Capital Managers • Principal VII.C - Supporting Principal Supervisors in the Staffing and Allocation Process • Principal VII.D - Providing Human Capital Management Tools to Support Principal Supervisors in Decision-Making