



Assessing the Functionality of Human Capital Management

In order to assess the functionality of your human capital, we recommend the use of two resources. These tools are the [Human Capital 101 Puzzle Piece Overviews](#) and the [Highly Functional Human Capital Management Tool](#). These tools use the USHCA Puzzle Piece Framework to understand the human capital functions that need to be managed effectively in order to attract and retain a highly quality and diverse teaching workforce.

There are two tools that are used in conjunction with each other to assess the functionality.

- The Human Capital 101 Overviews summarizes each component and outlines the Look Fors that demonstrate effectiveness in each area.
- The Highly Functional Human Capital Management Tool identifies the components of the nine functions and describes what each component looks like when highly functional.

This protocol can be used to assess the strengths and gap areas in order to set priorities to achieve district's human capital goals.

Steps for Assessing the Functionality

1. Bring together all staff in your district whose job functions are pertinent to the component being assessed. For each component first review the Human Capital 101 Overview Look Fors
2. Decide and highlight the “look for” that would have the most impact in your district if done in a highly functional way. Why?
3. Discuss and decide if each puzzle piece is:
 - **Red** -This is a “pain point” and a high priority for progress
 - **Yellow** – This is an area with moderate progress. but we need to push the work further
 - **Green** – This is an area that is performing well and not of immediate priority for improvement in our district
4. Use a highlighter to mark red, yellow green on the Highly Functional Human Capital Management Tool
5. Review the areas of strength and those gaps. While all 9 areas of the functional assessment are important, prioritize high leverage areas.
6. The Arkansas Planning Protocol can be used to develop a plan and action steps.

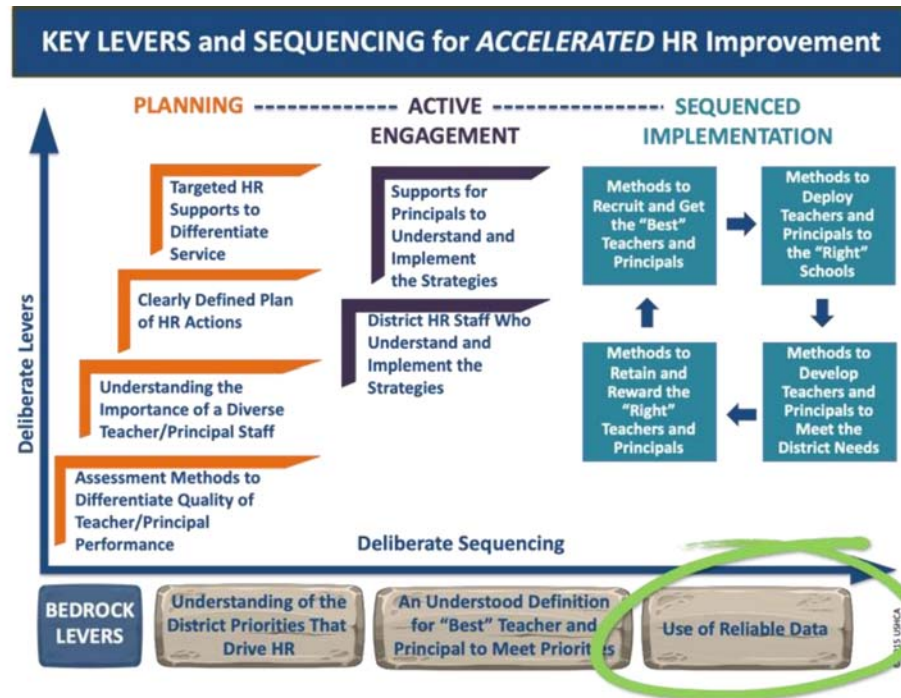


Using Data to Make Human Capital Decisions

The work of Human Capital improvement consists of deeply understanding the most important components of the work and the sequence to build a movement of improvement. Data is a foundational component that is critical to ensuring that the human capital improvement work is deeply integrated with what that district is working to accomplish.

Why is data important?

- Data doesn't lie – it objectively shows areas of strength and growth
- Data shows the results of a team's efforts – and can encourage a change in strategy, if needed
- Measuring human capital impact and improvement to the workforce over time shows the impact of the district's human capital work on students





Arkansas Human Capital Handbook

School districts typically have access to an array of data; knowing what data to collect and how to analyze and use that data is the key challenge. It is vital for districts to identify what educator¹ data matters most to their organization, department and/or team and prioritize the collection and analysis of data to inform the district's human capital work. In general, analysis of educator data should help districts learn about, inform, and improve human capital initiatives that ultimately help improve educator practice and student learning. Focusing sufficient time and effort on this step results in making decisions and employing strategies that are likely to improve student learning. This brief lays out a process for districts to implement as they work to proactively analyze educator data to inform their human capital work.

Key Steps to Consider for High Impact Educator Data Analysis

1. Establish a human capital data strategy
2. Know what data matter
3. Establish clear measurement priorities
4. Collect data
5. Analyze data
6. Interpret results
7. Engage Stakeholders
8. Prepare for Possible Challenges

1. Establish a Human Capital Data Strategy

The first step in using data to make Human Capital decisions is to set up an overarching strategy. Start by identifying the key Human Capital decisions and questions at each stage of the teacher and principal lifespan that happen on an annual basis; example questions include:

- Recruitment: How big of a teacher pipeline will we need to meet our hiring needs? What subjects do we need to focus on based on hiring challenges in the past? Where and how do we get most of our candidates?
- Hiring: How many teachers do we anticipate we will need to hire for next year? Which schools or subjects are more challenging to hire for? How long does it take to onboard a new employee? When do we do most of our teacher hiring? Is it when our teacher pipelines are at its peak in terms of quantity? Is our interviewing, screening, and hiring efforts identifying the best candidates from the pipeline?
- Performance Management: Are educators being evaluated on what matters most to improve teaching and learning? Do our evaluation results align with how our students are performing?
- Career Management and Retention: How many teachers leave our districts each year? Do we know the reasons? How are we supporting our educators to grow professionally? How are new teachers supported? Are we keeping our best educators?

¹ For the purposes of this document, "educators" refer to teachers and principals.
Assessing and Using Data (Revised 06/2021)



Arkansas Human Capital Handbook

Also, consider longer term analytical questions that may guide district policy over time. This analysis may take years to reveal a clearer picture but will provide a more accurate picture. Examples include:

- Recruitment: What are our three to five-year retention measures by recruitment source/program?
- Hiring: How has a new teacher cohort hired from a particular source performed over a three to five-year span? What pre-hiring indicators and professional development programs predict effective teaching of English Language Learners?
- Retention: What factors over the past several years have impacted retention and turnover?
- Consider other one-time decisions that need to be made using data

2. Know What Data Matter

The first step in analyzing educator data is identifying the key data you need to measure to better understand the implementation and results of your human capital work. At a minimum, educator data should help districts understand how well talent is being managed with the following strategies in mind:

- Consistently Get the Best Talent
- Deliberately Deploy
- Strategically Retain and Develop
- Effectively Deliver HR Services

The [Power Metrics](#) (Figure 1) are a subset of metrics identified in Urban Schools Human Capital Academy's (USHCA) [Assess, Breakthrough, Change Tools](#) that define the key metrics that LEAs need to collect and analyze to better understand the quality of their educator workforce. For smaller districts with limited central office capacity, the Power Metrics can bring focus to the most important data to collect and analyze regularly. The [Highly Functional Human Capital Tool](#) and the [Small District Assessment](#) based on the USHCA Puzzle Pieces and have been specifically developed for small districts and is based on the Power Metrics.