USHCA

USHCA TEACHER ABC TOOL

District Name _____   Date _____

Purpose

The Teacher Assess, Breakthrough, and Change (ABC) Tool defines the key levers and metrics for HR's strategic work related to improving teacher quality. The HR team can clearly see the metrics for the key work as well as diagnose their level of implementation of the work along a continuum in order to achieve benchmark results.

Intended User(s)

HR/HC Chief, HR/HC Team Leads

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
I.	**Teacher Preparation & Recruitment**	**Minimally Functional**	**Moderately Functional**	**Highly Functional**	**Metrics**	**Benchmark Metric(s)**
A.	Influencing Traditional and Alternative Preparation Providers	Rarely engages Providers to meet the hiring needs of the district	Notifies Providers that graduates are being tracked but does not provide feedback on graduates	Tracks number and quality of applicants and hires from Providers and meets annually to provide feedback on supply and demand issues and effectiveness of graduates	The number of applicants and hires, by subject and by Provider, that meet screening and effectiveness criteria	100% of Providers receive feedback about their graduates
B.	Maximizing Student Teachers	Provides student teaching opportunities but does not track student teachers to determine quality candidates or offer early contracts	Provides student teaching opportunities and monitors for high performing student teachers; Controls the assignment of student teachers to only effective mentor teachers	Carefully tracks student teachers and offers positions, including early contracts, to high performers; Controls the assignment of student teachers to only effective mentor teachers	1. The number of high-performing student teachers that are given offers, including early contracts; 2. Percentage of student teachers assigned to effective mentor teachers	1. 100% of high-performing student teachers are given offers - including early contracts - when vacancies are available; 2. 100% of student teachers assigned to effective mentor teachers
C.	Recruiting from Multiple Preparation Pathways (Traditional and Alternative Providers)	Accepts applications but does not actively recruit	Recruits from multiple pathways but does not monitor quantity or quality of applicants	Recruits aggressively from traditional and alternative pathways including use of social media and monitors the quality of new hires through multiple measures	1. Applicants per vacancy by subject and Provider; 2. Percentage of high quality candidates from each Provider	1. Ratio of 10 applicants for every vacancy; 5 applicants for every vacancy in a shortage field; 2. 90% of candidates from each Provider meet screening criteria
D.	Increasing Diversity in the Applicant Pool	Has limited strategies to increase diversity in the applicant pool	Has multiple strategies to expand diversity in the applicant pool	Has multiple strategies to expand diversity and tracks the new hires' diversity towards a specific improvement goal	Number and percentage of diverse candidates meeting the screening criteria by Provider	Improves diversity of new hires every year by 10% to mirror student population
E.	Providing Online Access to Vacancies and Applicants	Applicants and Principals have paper, but not online access, to vacancies and resumes	Applicants and principals have online access but it is limited to specific times or by going through laborious processes	Candidates and principals have 24/7 online access and ability to sort by high potential applicants and vacancies	Percentage of applicants and principals satisfied with tracking system	80% or more of applicants and Principals respond positively to survey questions on satisfaction
F.	Screening for a High Quality Applicant Pool	Screens applicants for compliance only (background check, certification, etc.)	Screens applicants using some quality indicators (GPA, student teaching observation, validated interviewing instrument score, etc.) but does not lead Principals to applicants based on screening	Uses clearly defined screening criteria that has been correlated to highly effective teacher performance in the district and highlights top performers to Principals	Percentage of applicants who met the criteria are referred to and interviewed by Principals	100% of candidates who meet high quality criteria are referred to Principals for consideration
G.	Projecting Future Recruitment Needs	Estimates future needs without data	Projects future needs with limited, basic data	Projects future needs by analyzing complete data, including number and type of vacancies, individual school needs and principal projections, diversity of applicants, etc. and then adapting recruitment strategies based on projections	Percentage of accuracy of vacancy projections	Projections of recruitment needs are within 5% accuracy of actual vacancies

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
II.	Hiring & Selection	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric
A.	Developing a Hiring Timeline	Creates annual staffing calendar for internal HR staff only	Publishes an annual staffing calendar with all significant timelines and deadlines for applicants and principals	Publishes and utilizes an annual staffing calendar that drive the recruitment, hiring, staffing, and deployment work of the district	Number and percentage of vacancies filled by May 1, July 1, August 1, and after opening of school	100% of early contracts completed in critical shortage fields by May 1; 30% of vacancies filled by May 1; 60% of vacancies filled by July 1; 100% of vacancies filled by the start of school
B.	Requiring Notification for Resignations and Retirements	Requires notification for resignations and retirements but does not have requirements and/or offer incentives/consequences for (non)compliance	Requires notification for resignations and retirements, establishes requirements, incentives and/or consequences for late notification but does not follow through on those requirements	Provides early notification incentives for resignations and retirements; Ensures enforcement of deadlines with consequences for late resignations/retirements	Number and percentage of vacancies due to late (after deadline) resignations and retirements	Zero (0) vacancies due to late resignations or retirements
C.	Aligning Hiring with Instructional and Strategic Initiatives	Does not have structures in place to seek information on instructional and strategic initiatives	Seeks information on instructional and strategic initiatives but does not adjust staffing needs accordingly	Collaborates with Curriculum and Instruction and other divisions on initiatives to ensure appropriate projections and alignment to hiring	Percentage satisfied with HR's services on hiring from divisions served	90% or higher satisfaction with HR's services on hiring from divisions served
D.	Hiring Early to Ensure Best Quality in Shortage Fields	Recruits but does not offer early contracts (by May 1) in shortage fields	Offers some early contracts but still has vacancies in shortage fields at school opening	Completes early contracts in critical shortage areas by May 1 and opens schools with no shortages in critical fields	Number of vacancies in critical shortage fields at opening of school	Zero (0) vacancies at opening of school in critical shortage areas
E.	Matching Best Applicants to Vacancies	Processes new hires - does not provide support to Principals in finding high quality candidates	Provides applicant pool to Principals but does not tailor matches to school needs	Co-owns vacancies with Principals, understands individual school's needs and works to supply best matches from applicant pool	Percentage of Principals satisfied with quality of staffing services received and quality of applicant pool to match candidates to vacancies	90% positive results on annual Principals' survey re: staffing services for their school and the quality of the applicant pool
F.	Developing Principals' Skills in Hiring and Selection Best Practices	Provides limited information for Principals that can help them hire and select the best candidates	Offers Principals information on candidates but provides Principals with little or no training in interviewing and selection	Provides accessible information on applicant quality and develops Principals' and school selection teams' skills in best practices in interviewing and selection	Percentage of Principals and Principal Supervisors satisfied with support provided by HR in interviewing and selection	90% of Principals and Principal Supervisors satisfied with support provided by HR in interviewing and selection
G.	Monitoring and Supporting Staffing at High-Needs Schools	Treats all schools the same in regards to staffing	Monitors staffing at high-needs schools but does not provide incentives for candidates to select high-needs schools	Monitors applicant quality and quantity for high-needs schools and differentiates strategies to ensure every teacher is high quality	Percentage of Principals satisfied with applicant pool and support provided at high-needs schools	90% of Principals at high-needs schools satisfied with applicant pool and support
H.	Monitoring and Supporting for Diversity in All Schools	Monitors diversity staffing as a compliance function	Has limited strategies to increase diversity in all schools	Supports all Principals with multiple strategies to increase diversity	Percentage of Principals satisfied with quality and quantity of diverse candidates	90% or Principals satisfied with quality and quantity of diverse candidates
I.	On-Boarding New Hires	Has informal on-boarding with paper-driven processes	Has formal on-boarding process without being time-sensitive	Ensures candidates are processed within 72 hours online	Percentage of new candidates processed within 72 hours	100% processed within 72 hours online

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
III.	Induction & New Teacher Assignment	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Inducting New Teachers	Offers a one-time new teacher orientation	Provides at least a year-long mentoring program where mentor selection, training, and assignment is unstructured; provides no criteria for mentor selection	Provides a robust mentoring program with trained mentors and ensures new teachers are assigned mentors in their subject and/or grade level; Ensures only effective teachers are selected for mentoring roles	1. Number and percentage of new teachers assigned a mentor by the opening of school; 2. Percentage of new teachers satisfied with the quality of mentoring received	1. 100% of new teachers assigned a mentor by the opening of school; 2. 90% or higher positive response by new teachers on the quality of mentoring received
B.	Assigning New Teachers	Recommends assignments based on certification compliance only	Discusses new teacher assignments with Principals but does not influence assignment decisions	Assists Principals in determining best match for new hires	Percentage of Principals satisfied with support provided for assignment	100% satisfaction with support provided for assignment
C.	Tracking New Teacher Retention	Tracks new teacher retention but takes no action	Tracks new teacher retention with a "one-size-fits-all" approach to retention	Actively engages with Principals on multiple retention strategies for new teachers	Percentage of new teachers retained by effectiveness level in Years 1, 2, and 3	90% of retention of effective new teachers
D.	Aligning New Teacher Training with Performance Standards	Does some analysis of new teacher performance on standards but does not use the information to inform professional development offerings	Analyzes new teacher performance and offers generalized professional development for new teachers determined by central office	Analyzes new teacher performance against standards and rubrics and collaborates with providers of new teacher training to align training with performance needs and Principals' assessments	1. Percentage of teachers satisfied with professional development aligned to their performance needs; 2. Collective feedback from mentors on new teacher quality	90% or greater of new teachers believe the professional development received is aligned to their performance needs
E.	Influencing New Teacher Support at the School Level	Checks on new teachers without any systems or structures	Monitors new teachers using a standard monitoring process	Deliberately monitors new teachers' performance and influences the level of support provided through systems and structures	Percentage of Principals satisfied with level of support provided	90% of principals satisfied with level of support provided

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
IV.	Staffing & Deployment	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Structuring Systems for Mutual Consent	Allows teachers to select vacancies without Principal input and surplussed teachers force placed without regard to best matches	Provides opportunities for mutual consent early in the process but utilizes forced placement later	Structures systems and processes that foster mutual consent as a foundation for selection and works to change collective bargaining agreement that blocks mutual consent practices	Number of transfers completed through mutual consent	100% of transfers completed through mutual consent
B.	Limiting Transfer Periods	Allows transfers to occur at any time, including during the school year	Sets timelines for transfers but allows them to occur within one month of the start of school	Sets calendar and guidelines for voluntary transfer periods that do not impact students or create last-minute vacancies	Number of transfers or placements that occur in the month prior to school opening	100% of transfers and placements completed prior to one month before the opening of school
C.	Staffing High-Needs Schools with Great Talent	Monitors vacancies at high-needs schools but provides no incentives for experienced, effective teachers to seek assignments at those schools	Provides incentives for new hires to take assignments at high-needs schools but no transfer incentives	Works to ensure equity between high- and low-needs schools by providing incentives and opportunities for highly experienced, effective teachers and quality applicants to seek high-needs schools	1. Distribution of teachers by performance rating and school need type 2. Percentage of incoming and outgoing transfers by performance rating and school need type 3. Percentage of new teachers in high-needs schools	1. 100% effective and highly effective teachers in high-needs schools 2. 90% retention rate of effective teachers at high-needs schools 3. Fewer than 20% of teachers in a high-needs school are brand new teachers
D.	Placing Surplus Teachers Effectively When Necessary for Budgetary Reasons	Places all surplussed teachers without regard to Principal input, differentiation, or mutual consent	Places all surplussed teachers through a process that only has some of the components of best practices	Places all surplussed teachers through an established process that involves principals and principal supervisors, has mutual consent, and shelters high-needs schools from forced placement	1. Number and % of surplussed teachers placed at high-needs schools. 2. Percentage of Principals satisfied with the placement process	1. 100% of transfers completed through mutual consent at high-needs schools 2. 90% Principal satisfaction with the placement process
E.	Redesigning Layoff and Recall Policies	Implements a lay-off and recall policy of teaching staff that uses only seniority as a criteria	Implements a lay-off and recall policy that includes seniority and other criteria to determine displaced teachers	Implements lay-off and recall policies that focus on performance criteria first	Percentage of layoffs and recalls based on performance	100% of layoffs and recalls based on performance

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
V.	**Compensation & Benefits**	**Minimally Functional**	**Moderately Functional**	**Highly Functional**	**Metrics**	**Benchmark Metric(s)**
A.	Comparing Compensation with Surrounding Districts	Informally compares compensation and benefits to surrounding/competing districts, but does not adjust compensation and benefits to keep competitive	Keeps competitive with surrounding districts at entry but does not keep competitive for effective teachers over time	Keeps highly competitive with surrounding and competing districts' salary and benefit structures, and keeps competitive for effective teachers over time	Comparative cost and parity of benefits with competing districts at entry and for effective teachers over time	Salary scale stays within 10% of competitors' starting salary and salary over time
B.	Structuring Compensation Systems Based on Performance	Continues with a lock-step salary scale based on years of service and degrees regardless of performance	Continues with a lock-step salary scale based on years of service and degrees and provides teachers an annual bonus for improved student achievement results	Bases compensation on performance, including improved student achievement results; freezes salaries of low-performing teachers; fast-tracks salary increases for high-performing newer teachers	Percentage of teachers - by performance level - identifying compensation as a primary reason for leaving	Fewer than 10% of high-performing teachers indicate compensation as primary reason for leaving
C.	Structuring Compensation Systems to Expand the Reach of High-Performing Teachers	Provides only non-monetary compensation, e.g., reduced courseload or additional planning time, for high-performing teachers to take on additional roles and responsibilities	Provides financial incentives for high-performing teachers to take on additional roles and responsibilities; Funds incentives through a non-sustainable source, such as grants	Provides multiple levels of financial incentives for high-performing teachers to take on varied additional roles and responsibilities; Funds incentives sustainably through existing budget	Percentage of high performing teachers in differentiated roles who are satisfied with compensation for additional roles and responsibilities	90% of high performing teachers in differentiated roles are satisfied with compensation for additional roles and responsibilities
D.	Structuring Compensation Systems to Incentivize Teaching in High-Needs Schools and Subjects	Provides only non-monetary compensation, e.g., reduced courseload or additional planning time, to teach in a high-needs school or subject	Offers financial incentives to every teacher in a high-needs school or subject	Makes financial incentives in high-needs schools and subjects contingent on performance; Reviews high-needs schools and subjects annually and adjusts teacher pay accordingly	Percentage of teachers - by performance level - in high-needs schools and subjects identifying compensation as a primary reason for leaving or transferring	Fewer than 10% of high-performing teachers in high-needs schools and subjects indicate compensation as a primary reason for leaving or transferring
E.	Individualizing Benefits Systems	Continues a one-size benefits package for all employee groups	Has limited choices for employee groups and provides some flexibility in selection	Works with Finance/Budget to restructure fixed benefits to cafeteria benefits, allows for individual tailoring of benefit plans, provides a stipend or refund when no benefits are selected by employee	Percentage of employees satisfied with benefits	90% or more of employees satisfied with benefits
F.	Providing and Monitoring Leave as a Benefit Locally or Through State	Provides leave as a benefit but does not monitor or adjust this benefit based on use of leave data; does not influence state when leave is provided through state systems	Provides leave as a benefit and tracks associated costs but does not alter this benefit based on use of leave data and does not influence state on leave issues	Structures leave use with incentives for low use and penalties for high use; Collaborates with State to alter benefit provisions where needed; Analyzes leave use and absenteeism at high and low-needs schools	1. Percentage of leave use by type of leave 2. Comparison of leave use and absenteeism between high- and low-needs schools	1. Leave use does not exceed 4% for sick and personal leave; 2. Less than 10% difference between teacher absenteeism at high- and low-needs schools

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
VI.	Performance Management	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Using Multiple Measures in Teacher Evaluation System	Implements evaluation processes but does not track or incorporate multiple measures that include student achievement results	Using multiple measures in teacher evaluation system but student achievement results not included as one of the measures	Incorporates multiple measures in teacher evaluations, includes student achievement and student survey results, and expands those results beyond standardized tests to include evidence of student learning for all teachers	% of schools fully utilizing teacher evaluation system that incorporates multiple measures	100% of schools fully utilizing teacher evaluation system that incorporates multiple measures
B.	Tracking New Teacher Performance and Granting Tenure	Tracks new teacher performance but does not consistently use data to inform hiring, development, or tenure decisions	Tracks new hire performance and uses data consistently to inform central office efforts of which Providers to hire from, to whom to provide additional support, and to whom to grant tenure	Tracks new hire performance and shares data annually with key stakeholders at the central- and school-levels, such as principals, to inform which Providers to hire from, to whom to provide additional support, and to whom to grant tenure. Requires principals to make affirmative tenure decisions using performance data	1. Percentage of new teachers - by Provider - with effective or higher ratings at the end of Years 1, 2, and 3 2. Percentage of probationary teachers non-renewed for low performance prior to being granted tenure	1. At least 90% of new teachers from all Providers with effective or higher ratings by the end of Year 3 2. 100% of probationary teachers non-renewed for low performance prior to being granted tenure
C.	Providing Teachers Regular and Valuable Feedback on Performance	Provides minimal feedback to teachers through minimal and limited observations	Provides feedback from multiple sources but feedback is limited to only a few times a year and does not include analysis of student achievement results	Provides timely and valuable feedback from multiple sources such as observation from both supervisors and peers, student achievement results, and parent and student survey results	Percentage of teachers satisfied with the value of feedback received from evaluation process for improving their practice	90% or above positive responses from teachers regarding the value of feedback received from evaluation process for improving their practice
D.	Negotiating Labor Contracts that Address Low Performers	Provides clear language in contract to address low performers but still having difficulty exiting low performers in practice	Provides and implements clear and consistent processes that exit low performers who do not improve to effective ratings	Provides clear and reasonable process that exit low performers who do not improve to effective ratings though a highly collaborative process	Percentage of labor and management satisfied with process for addressing low performers	100% satisfaction of labor and management with process for addressing low performers
E.	Providing Principals Guidance on Low Performers	Provides contractual or legal guidance to Principals dealing with low performing teachers when support is requested by the Principal	Offers Principals dedicated support for dealing with low performers but does not address processes and requirements that make it difficult to terminate	Proactively provides templates, documentation support, and dedicated legal assistance to Principals addressing low performers; Streamlines processes to make it possible to terminate low performers	1. Percentage of principals satisfied with HR's support; 2. Number and percentage of tenured teachers who either improve to effective ratings or are exited	1. 90% of principals satisfied with HR's support; 2. 100% of low performing tenured teachers either improve to effective ratings or are exited
F.	Incorporating Attendance into Overall Performance	Monitors teacher absenteeism and leave use overall but does not address as an issue of performance	Monitors teacher absenteeism and leave use, implements some strategies to decrease, but does not proactively intervene with cases that are excessive	Continually monitors absenteeism and leave use, incorporates attendance into overall performance and assists Principals to intervene when sick and personal leave use is excessive	1. Average number of absences by category compared to national averages and benchmark goals; 2. Percentage of teachers excessively absent that are improved or exited	1. Teacher absences no greater than 4% in any category; 2. 100% of teachers excessively absent are either improved or exited

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
VII.	Linking Professional Development to HR/HC Functions	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Influencing How Professional Development is Linked to Individual Performance, with a focus on New and Low-performing Teachers	Offers Professional Development systemwide with general pull-out training that is not linked to individual needs	Offers some individually-based development but does not capture or analyze the development systemwide	Ensures systems are in place that provides development that is done in connection with teacher observation results and reflects the needs of the new or low-performing teacher	Percentage of PD plans for low-performing and new teachers that have performance linked to PD	100% of Professional Development for low performers and new teachers is linked to individual, team, or systemwide performance needs
B.	Decoupling Professional Development from Compensation and Reimbursement	Provides salary scale that offers additional compensation for degrees beyond a BA and additional PD/ coursework	Provides salary scale that takes into account performance, but still awards compensation for completion of PD and additional coursework or degrees; Some differentiated pay exists that is performance-based	Provides salary scale where compensation and rewards are linked to performance and differentiated roles based on performance; All pay decoupled from completion of PD and additional coursework or degrees	Percentage of total compensation given for additional courses, additional degrees, or professional development completion	0% of compensation is awarded for additional courses, additional degrees, or professional development completion
C.	Monitoring Leave Use for Professional Development	Provides limited school-based or systemwide monitoring to determine how many times individual teachers are pulled from the classroom for professional development activities	Tracks substitute costs and percentage for PD use but does not work to limit pull out PD when students are in classes	Carefully tracks use of substitute teachers for pull-out PD and limits the use of absences for PD purposes	Number of days teachers miss classes to attend professional development activities	Individual teachers are released from the classroom for no more than 2 days per year

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
VIII.	Career Management	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Providing Career Paths for Highly Effective Teachers	Provides some differentiated roles for teachers such as mentor or coach	Offers multiple differentiated roles for teachers but does not require the roles be offered to highly effective teachers	Creates multiple differentiated roles , tracks and ensures highly effective teachers are recruited for those roles	Number of highly effective teachers in differentiated roles	100% of differentiated roles are filled by highly effective teachers
B.	Recruiting Highly Effective Teachers for Differentiated Roles in High-Needs Schools	Recruits highly effective teachers for differentiated roles but does not track or influence where those roles are located	Recruits highly effective teachers for differentiated roles, tracks but does not influence where those roles are located	Actively recruits highly effective teachers to seek differentiated roles and prioritize the selection of these teachers at high-needs schools	Number of highly effective teachers entering pool for consideration for differentiated roles by school need and subject area	100% of differentiated roles are made available at high-needs schools first and 100% are filled with highly effective teachers
C.	Retaining Highly Effective Teachers	Creates a retention plan but does not base the plan on teacher performance	Creates a retention plan based on teacher performance criteria	Creates individualized retention plans utilizing multiple incentives and career opportunities for highly effective teachers overall with specific targets for high-needs schools and critical shortage fields	Percentage of effective and highly effective teachers retained by high/low-needs schools and by subject area	90% retention of effective and highly effective teachers with comparisons between high- and low-needs schools and by subject area

COMPREHENSIVE FUNCTION AND KEY LEVERS		ASSESSMENTS			METRICS AND BENCHMARKS	
IX.	Principals as Human Capital Managers	Minimally Functional	Moderately Functional	Highly Functional	Metrics	Benchmark Metric(s)
A.	Developing Principals as HC Managers	Trains and develops Principals in some, but not all, aspects of Human Capital Management	Provides training and support for Human Capital Management but does not seek input from the Principals to address their needs	Offers ongoing learning opportunities and direct support to Principals/ leadership team on best practices in interviewing, hiring, staffing, absence management and other aspects of HC management, based on data and input	Percentage of Principals satisfied with HC management learning opportunities and overall satisfaction with HR services	90% or higher satisfaction of Principals with learning opportunities and overall satisfaction with HR services
B.	Providing Data to Support Principals' HC Management	Collects data and information but does not analyze or utilize the data to assist Principals in decision-making	Provides Principals with data and helps them analyze information related to turnover, absenteeism, best applicants, etc. in order inform Principals' decisions	Provides comprehensive data and dashboards on staff to Principals and assists them in analyzing that data and in making informed decisions	Percentage of Principals satisfied with data support for HC management	90% or higher satisfaction of Principals about HR data and analysis support
C.	Working with Principal Supervisors to Support School-Level HC Management	Provides HC service to schools but not linked to the work of the Principal Supervisor	Provides data to Principal Supervisors but does not influence or support work to make changes	Collaborates and supports Principal Supervisors with Human Capital Management in their grouping of schools	Percentage of Principal Supervisors satisfied with HR's support for HC management in their schools	90% or higher satisfaction of Principal Supervisors with HR's support for HC management in their schools
D.	Targeting Support to Principals of High-Needs Schools	Provides equal support to Principals regardless of need	Occasionally differentiates support to Principals of high-needs schools but not consistently and proactively	Targets intensive and differentiated support to Principals of high-needs schools	Percentage of Principals at high-needs schools satisfied with the level of support received from HR	100% of Principals at high-needs schools satisfied with HR support