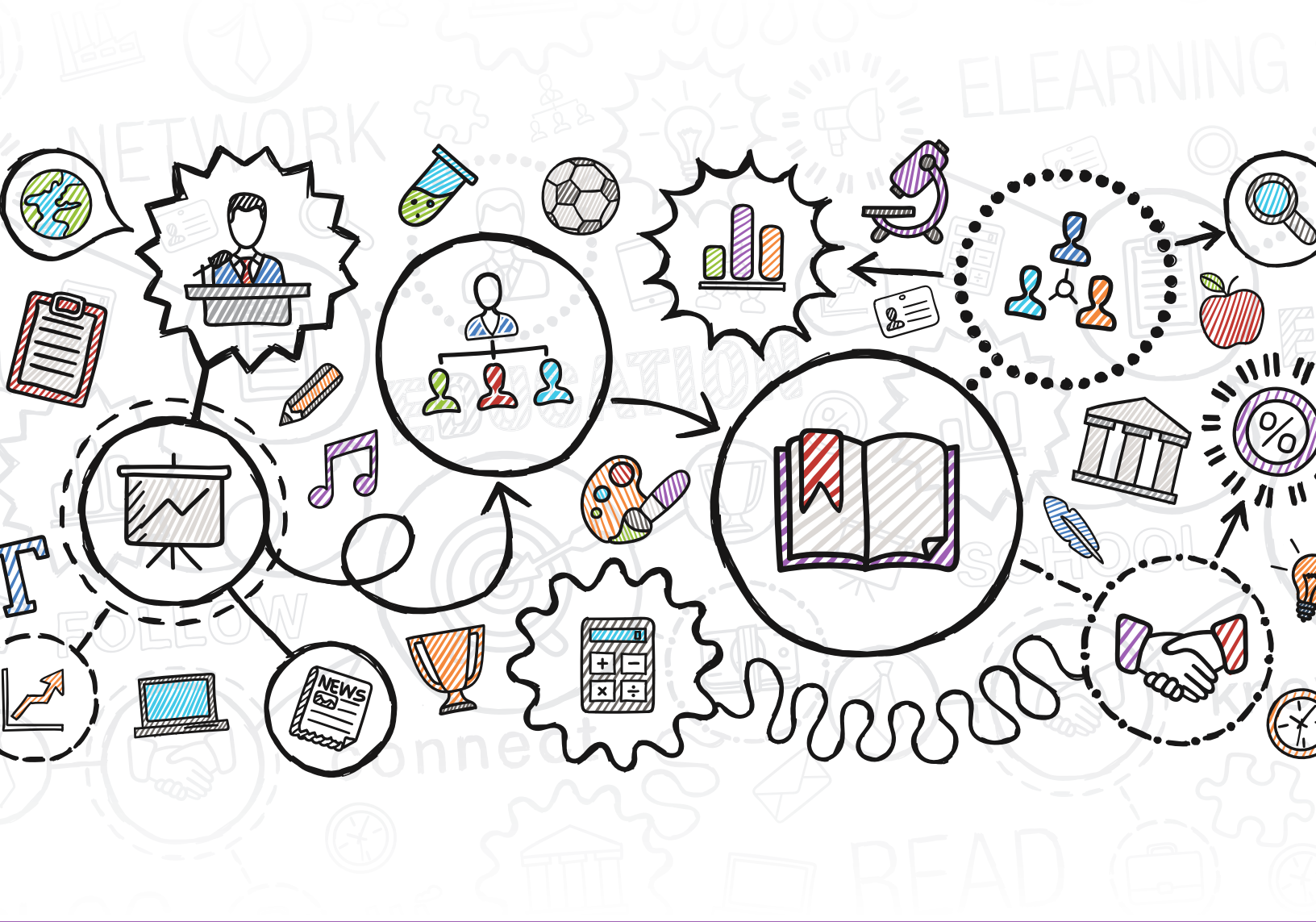


PeopleAdmin  
**TalentIndex**<sup>TM</sup>  
for K-12 EDUCATION

A Comprehensive Report of  
K-12 Education Benchmarks



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## Introduction

In June 2016, PeopleAdmin surveyed K-12 education professionals to collect and share valuable talent management insights on organizational growth, industry trends, common challenges, and performance benchmarks.

Findings are detailed in the *TalentIndex: A Comprehensive Report of K-12 Education Benchmarks*. The report has information useful for district leaders, school administrators, human resources personnel, and other K-12 professionals involved with maximizing student achievement, human capital decision-making, and enhancing K-12 operational efficiency. For tips on how to use the TalentIndex, see page 27.

The report includes insights into the talent management life cycle — from recruitment and hiring, through evaluation, contract renewals, and employee development — and contributes information to the often-debated teacher shortage.

As today's educational institutions strive to better understand the people issues behind many of their current challenges, it is our intention that the TalentIndex provides guidance to prepare for a brighter future in education, and in the lives of all educators, support staff and students.

We hope you find this year's report valuable.

## Executive summary

The TalentIndex shows the state of K-12 education remains strong. Student enrollment is expected to increase; in response, nearly half of surveyed schools and districts expect to hire more teachers.

But doing so presents a challenge: Hiring data indicates an overall decline in the number of applications per job posting. In other words, if most schools aren't feeling the pinch of a teacher shortage, they might soon. This holds true for staff, too.

Schools and districts will need to find ways to attract more candidates and improve candidate screening, hiring efficiency and employee retention.

We also found that talent management challenges and budget constrictions continue to hinder operational improvements. Perhaps the most widespread challenge — aside from tight budgets — is the tracking and reporting of talent management performance metrics and key performance indicators (KPIs). Failing to track these metrics limits the abilities of schools and districts to make data-based talent management decisions and improvements. This contributes to difficulty retaining teachers, maximizing student achievement and controlling turnover costs.

In the 2016-2017 school year, there's an unwavering focus on attracting, developing and retaining quality teachers. Schools and districts plan to support that focus by improving teacher evaluations, talent acquisition, records management and onboarding — all activities that can be simplified for teachers and administrators through technology and process enhancements.

Other findings include:

- Budget constrictions, teacher shortages, and student achievement are expected to have the biggest impact on academic and administrative operations. Districts and schools plan to address these concerns by implementing tools that streamline HR practices, improving talent acquisition and management, and focusing on effective learning and development for teachers.
- Acquiring quality talent is an ongoing challenge. From 2014 to 2016, K-12 job posting volume increased 23 percent, but the average number of applications per job posting decreased 13 percent.
- More than 70 percent of schools and districts don't measure or can't report on KPIs for talent management activities. Those that do are better equipped to handle talent management needs and challenges.
- Institutions are focused on managing daily talent management tasks and teacher effectiveness, but most have neglected other elements of the talent life cycle — including onboarding, offboarding, position management, recruiting, career and succession planning, case management, analytics, workforce planning and personnel action forms.
- Institutions are looking to talent management solutions to help improve talent acquisition, records management, onboarding processes and teacher evaluations.
- Eighty-nine percent of K-12 professionals understand the value of using assessments to identify top teacher candidates, but just 23 percent have implemented an objective screening tool during recruitment.

# K-12 EDUCATION'S ONGOING GROWTH

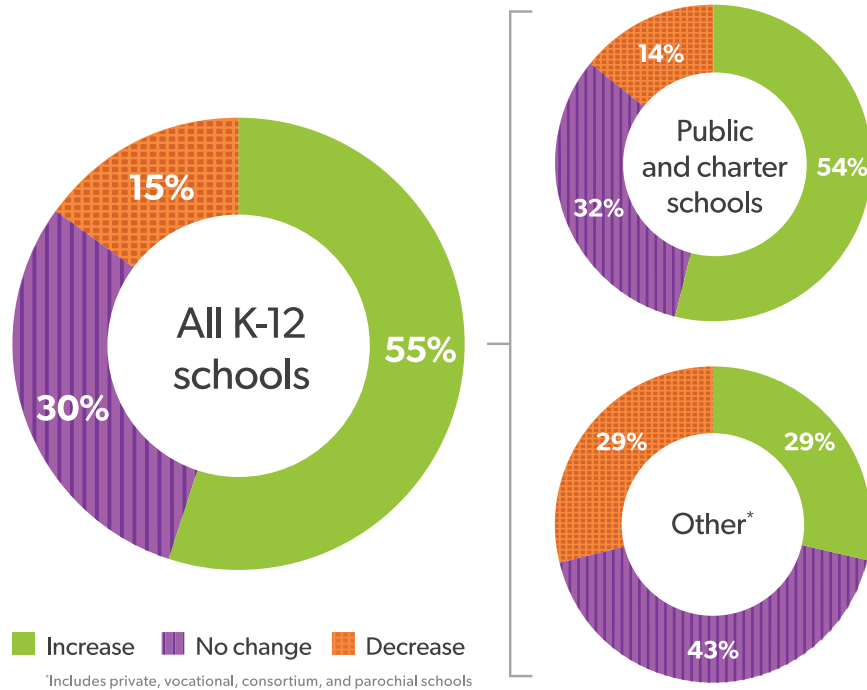


*"I'd definitely share the TalentIndex with my peers as additional evidence. We also gather benchmark data from peers twice a year to compare our applicant numbers, open positions, offer acceptance rate, etc. but that sample set is other high-performing, large charter networks. This report is a broader scope of schools and helpful in that regard."*

**James Troupis**, CHIEF TALENT OFFICER  
Noble Network of Charter Schools

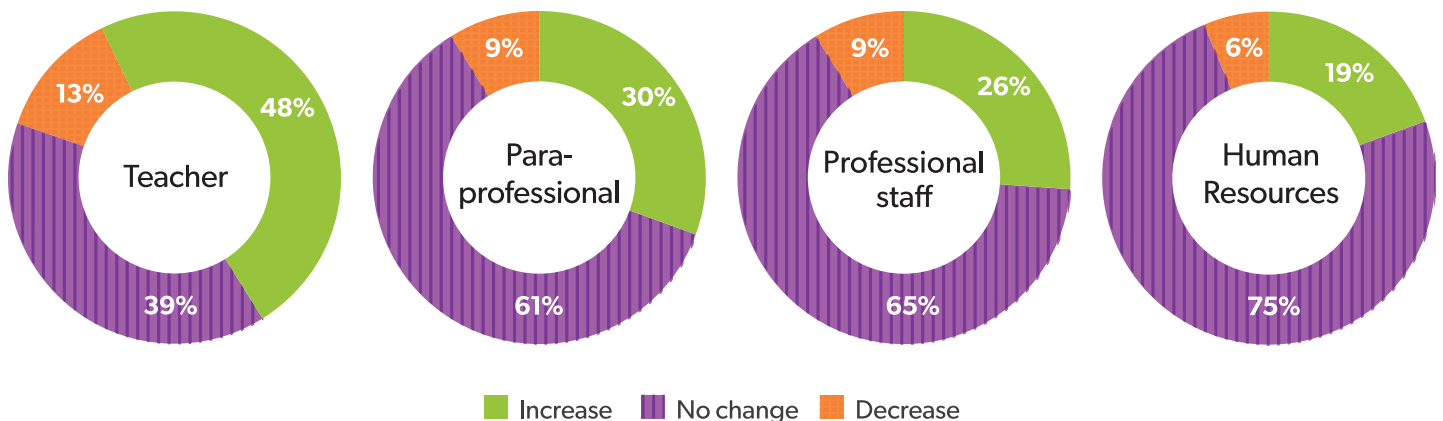
More than half of K-12 schools and districts anticipate increased student enrollment over the next three academic years. Only about 15 percent anticipate decline.

Expected student enrollment over the next three years



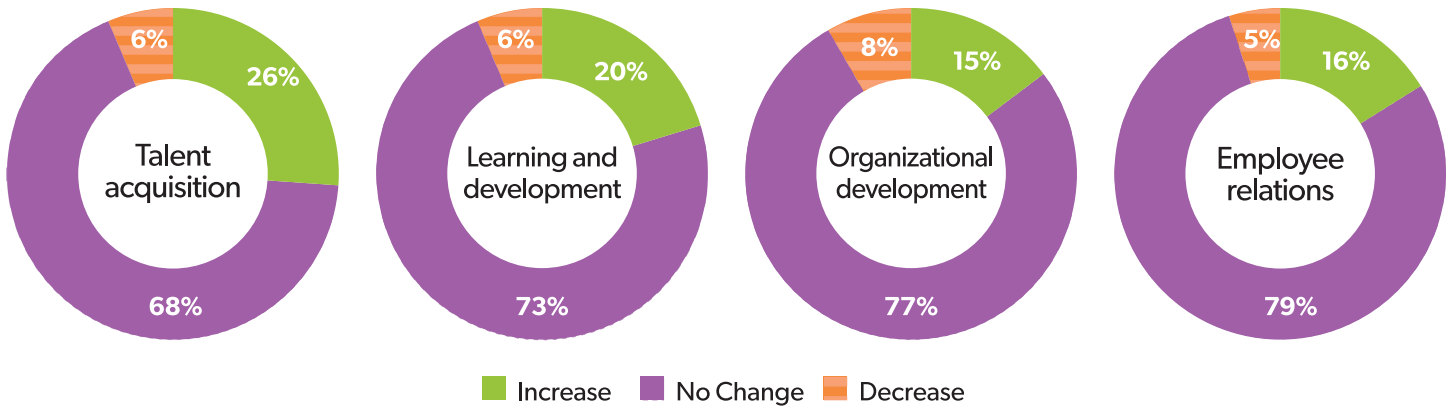
**To keep up with student enrollment growth, nearly half of the surveyed institutions expect to increase full-time teacher employment.** Noninstructional staff and HR hiring is expected to be significantly lower — only 19 percent of schools anticipate hiring more HR employees to help keep up with increased talent management needs.

Anticipated hiring growth for K-12 positions



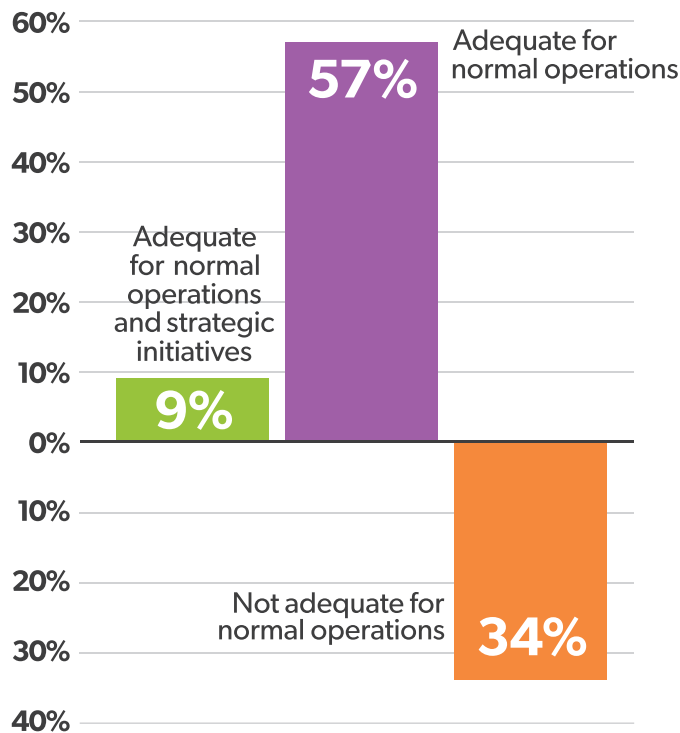
However, schools are planning to focus HR-department hiring on talent acquisition and learning and development, more than other human resources activities. This is likely in response to schools' current struggles to hire and retain effective teachers, which we explore in more depth throughout this report.

### Anticipated hiring growth for HR roles

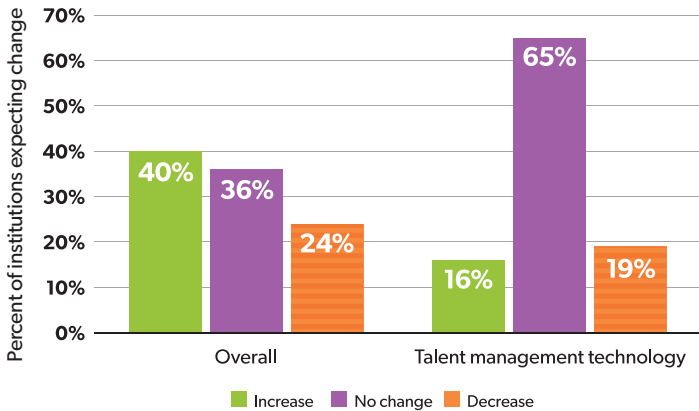


For schools that already struggle to keep up with HR activities, the enrollment and hiring growth will likely be an additional burden on the current workload. **A third of respondents say their schools lack sufficient staff to support normal recruitment operations.**

### Recruitment staffing



## Expected technology budget changes



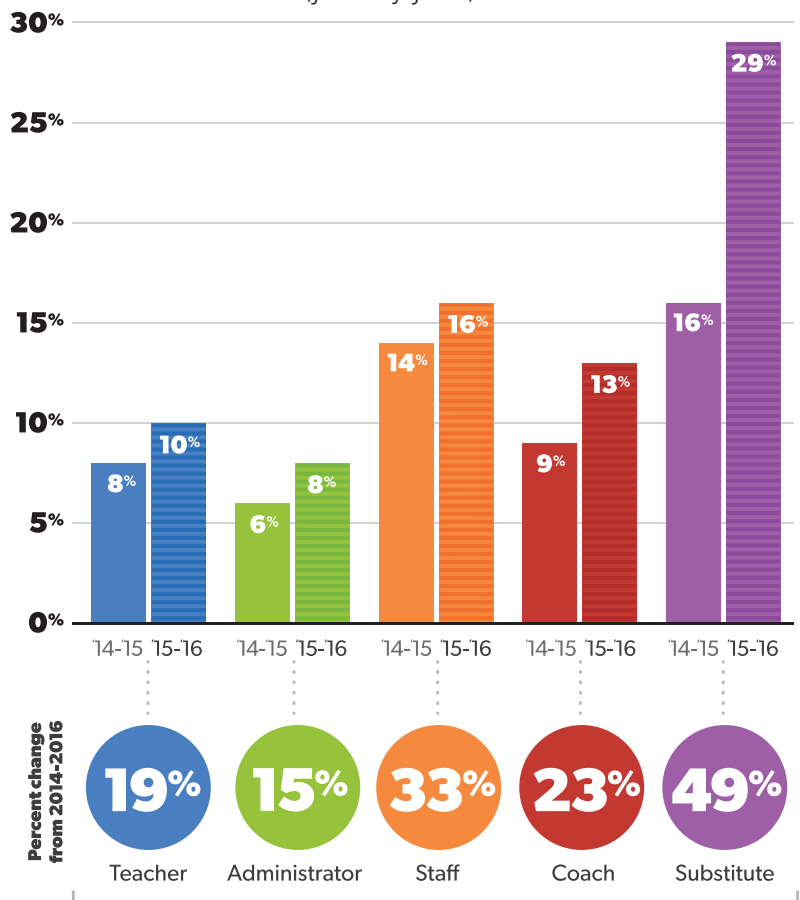
HR professionals are also unlikely to get funding for talent management solutions to manage the increased workload. Forty percent of schools plan to increase their technology investments over the next year, yet only 16 percent expect to receive more money for talent management technology.

Projections for increased hiring suggest year-over-year growth will continue as it has in the recent past, with most schools either maintaining or increasing current hiring. This expectation is supported by data from the nation's largest K-12 applicant tracking solution (ATS) database — using a sample of nearly 500 schools and districts — which measured an **8 percent increase in teacher hiring from 2014 to 2015, and 10 percent increase from 2015 to 2016.**\*

Hiring rates for substitute teachers saw the highest increase over the two-year period, increasing by 16 percent in 2015 and by 29 percent in 2016.

But applicant volume isn't keeping up with the increase in job postings. Our ATS data show an overall 13 percent decrease in the average number of applicants per posting from 2014 to 2016.

## Rate of increase in job posting volume (January-June)\*



Over 2 years, job posting volume **increased 23%**

\*Calculated using raw data

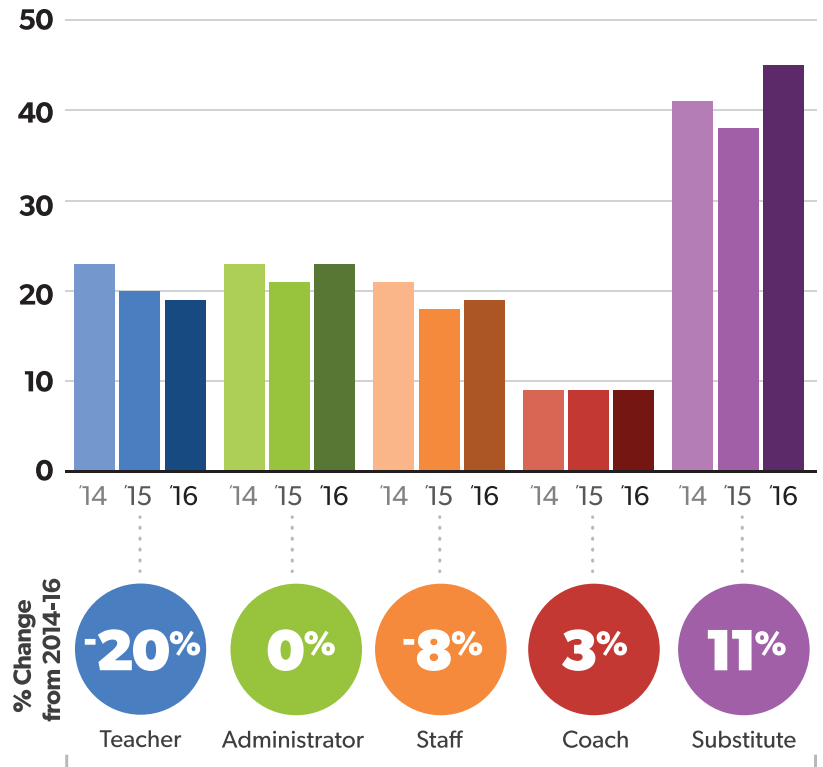


**The number of teacher applications received for each job posting decreased by 20 percent from 2014 to 2016 — shrinking faster than any other position type.** This means that the number of teachers applying for positions isn't keeping up with the growing number of job postings. The same is true of staff positions.

Administrator application volumes are keeping up with job posting growth, with no change in the average number of applications received for each position from 2014 to 2016.

More people seem to be applying for coach and substitute positions, as the average number of applications for both types of job postings are growing along with demand.

Average number of job applications per posting (January-June)\*



From 2014-2016, average number of applications received per job posting decreased **13%**

\*Calculated using raw data

**\*Note:** The TalentIndex is published in 2016, and therefore can't measure job posting and application volumes for the complete calendar year. However, job posting and application volume data available from the first six months of the year was an accurate predictor of growth from 2014 to 2015, with a variation of just 2 percent.

For example, in January-June 2015, job posting volume increased 10 percent over 2014 posting volume during the same months. In the full calendar year, 2015 job posting volume increased by 8 percent from 2014. Similarly, the average number of applications per job posting from January-June 2015 decreased 9 percent compared to 2014 figures from the same months; annual figures measured a 7 percent decrease in average number of applications annually.

**What does this mean?**

*Increased demand for educators, coupled with much slower growth of applicants, suggests that the often-debated teacher shortage may be real ... and not likely to end soon. Though that's not the only conclusion that can be drawn from the data. For example, increased substitute hiring could be related to Affordable Care Act (ACA) compliance, and the teacher applicant-to-position ratio is still a healthy 19:1. But the fact remains that as candidate pools shrink, recruiting, identifying and hiring qualified teachers is an increasing challenge in K-12 education.*

*Inadequate HR staffing amplifies hiring challenges, even before taking into account teacher quality, which is discussed later in the TalentIndex. School districts that experience lower applicant volumes for teaching positions may find themselves hiring fewer teachers and looking for alternative ways to accommodate increased student enrollment, such as increasing class sizes, which can create challenges for teachers and jeopardize students' success.*

*If schools want to keep up with the growing demand for qualified teachers, administrators and staff, while meeting high standards for student achievement, they will need to find ways to attract more candidates and improve candidate screening, hiring efficiency and employee retention.*

# K-12 TALENT MANAGEMENT PERFORMANCE BENCHMARKS

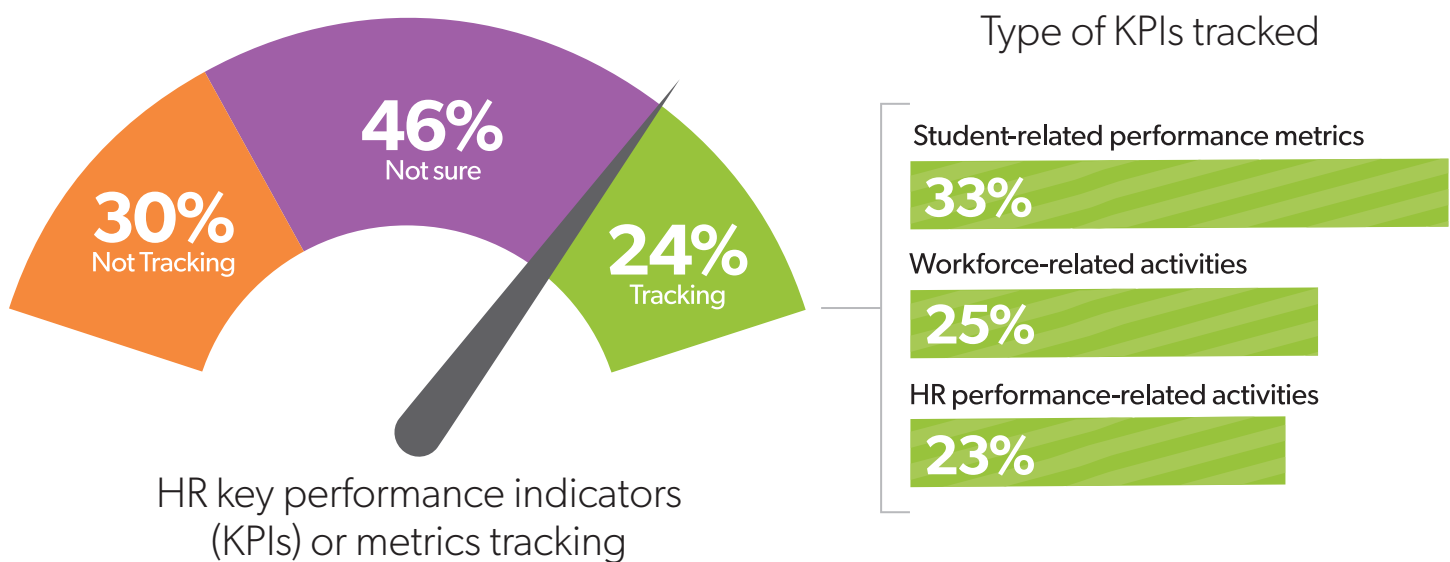


*"I use the TalentIndex to inform me of challenges others are facing through data collection and to help me re-prioritize time and money as we seek to recruit and retain staff."*

**Keith Bryant**, SUPERINTENDENT  
Lubbock-Cooper ISD, Texas

Given the current state of HR staffing and the increased workload that accompanies hiring growth, K-12 human resources departments will likely struggle to handle the additional work. And because few of them gather data on talent management performance, they will also likely struggle to demonstrate the need for additional staff or technology tools.

**Nearly a third of survey respondents report not tracking even a single key performance indicator (KPI) or talent management performance metric quarterly.** About half of respondents report they're uncertain if anything is measured at all.



When looking at only the responses from HR employees, fewer than one-third report tracking KPIs or metrics. About 37 percent don't track any metrics and 38 percent are unsure if anything is tracked.

Among the 24 percent of schools and districts that do measure talent management performance:

- 33 percent track student-related performance metrics.
- 25 percent measure workforce-related activities — such as vacancies and retention.
- 23 percent track HR performance-related activities — such as applicant volume and time-to-hire.

One reason institutions don't measure performance, or don't know if they're measuring performance, is likely because reporting isn't easy. Even among the institutions that measure performance, between 28 and 36 percent say reporting, analyzing or using that data is difficult.

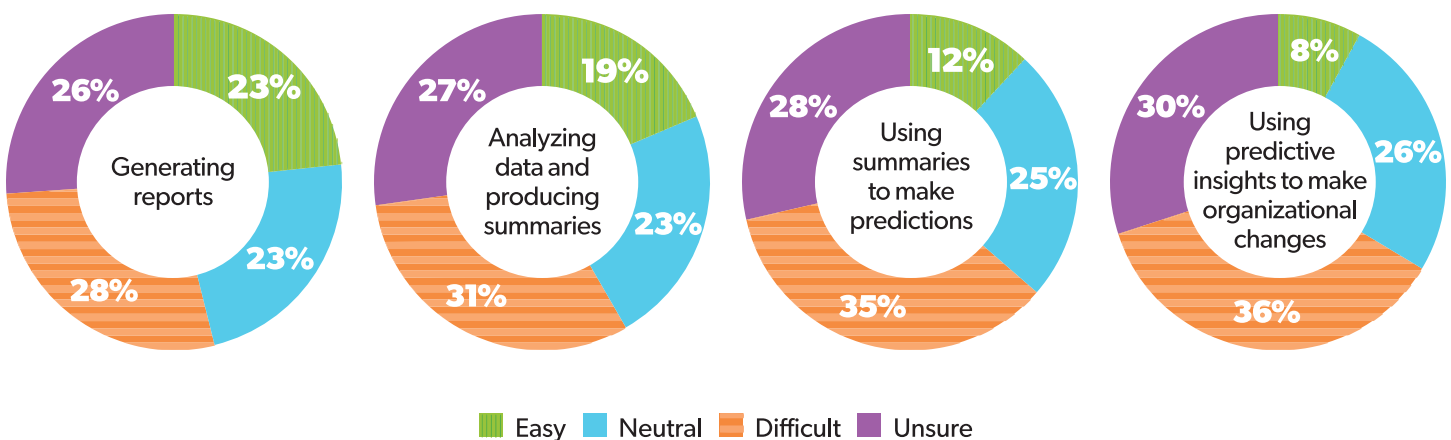
Schools and districts especially struggle with what’s called the data and analytics journey — the process of generating reports and using data to make organizational changes.

A small fraction of respondents say it’s easy to complete the final steps in this journey, and many — between 26 and 30 percent — don’t know anything about the complexities of accomplishing each reporting and analytics task.

Twenty-eight percent of respondents say the foundational step in this journey — generating reports — is difficult. It’s no surprise, then, that difficulty completing subsequent steps in the process increases steadily. Analyzing data and producing summaries is difficult at 31 percent of institutions, 35 percent say it’s hard to use summaries to make predictions, and 36 percent struggle to use predictive insights to make organizational changes.

### The reporting and analytics journey:

*Institutions struggle to progress from generating reports to using data to make decisions*



Because using data to make talent management improvement decisions is a key reason for tracking metrics, institutions seeking ways to better track performance should look for solutions designed to also simplify reporting and analysis of the data, if they’re to maximize benefits of data tracking.

## The data and analytics advantage

Accessing and analyzing organizational data helps schools and districts secure investments in additional HR staff. Compared to respondents who don't measure talent management performance, respondents who measure KPIs or metrics are more likely to expect HR staff increases.

This trend reinforces that **measuring HR performance lays the foundation to make more informed talent-related decisions** and to demonstrate to K-12 leaders the importance of adequate investments in HR.

Yet schools and districts that measure KPIs still face significant challenges around reporting, analyzing and acting on their HR metrics.

**Poorly developed, nonintegrated talent management processes might have something to do with reporting difficulties, as almost all respondents indicate room to improve talent management technical maturity.**

Technical maturity is commonly defined as how technology is involved in processes. Out of 15 common talent management processes, the only process identified as technically mature by a significant number of respondents (25 percent or more) was recruiting/talent acquisition.

That means most schools are using disjointed processes to complete almost all talent management activities.

In K-12 education, most talent management processes are technologically immature, including:

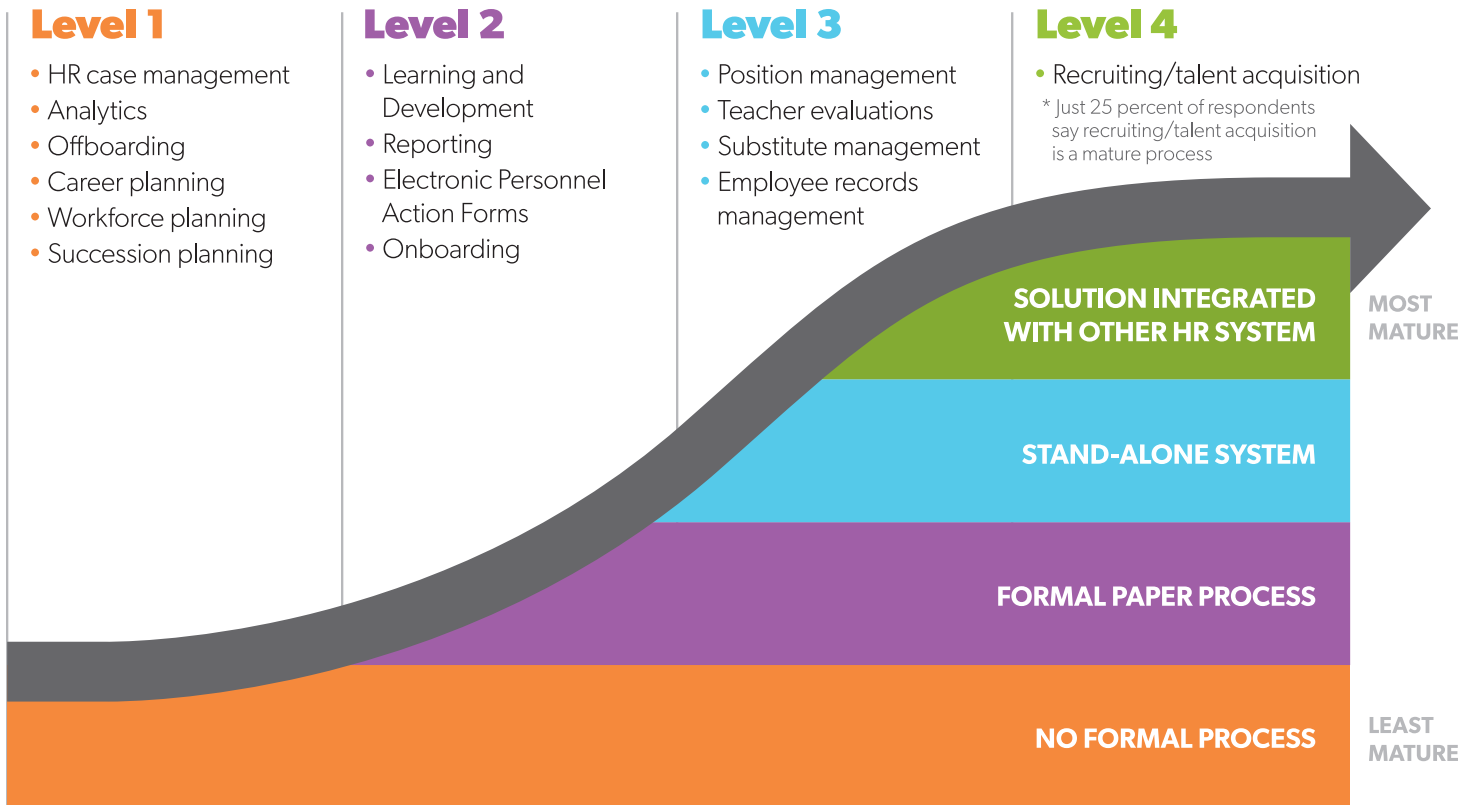
- Position management
- Teacher evaluations
- Substitute management
- Employee records management
- Learning and development
- Reporting
- Electronic personnel action forms
- Onboarding
- HR case management
- Analytics
- Offboarding
- Career planning
- Workforce planning
- Succession planning

## Schools/districts expecting HR staff increase



Recruiting/talent acquisition is the only talent management process listed as *technically mature* by **25% or more of respondents**

## Talent management technical maturity



### What does this mean?

*Institutions are managing talent acquisition tasks more efficiently than any other talent management processes. Unfortunately, poorly established processes for all other talent management activities are likely contributing to hiring struggles. HR professionals have less time and resources to focus on acquiring qualified teachers when they manually complete tasks related to onboarding, personnel action forms, case management, and more. Unfortunately, schools will struggle to identify where process improvement is needed because they don't track current performance metrics.*

*To successfully support teacher effectiveness and student achievement, schools shouldn't neglect any element of the talent life cycle. Yet as K-12 workforces increase, so will demand for talent management activities, further limiting HR employees' time to focus on improving neglected processes, and making it more critical than ever for school districts to save time while improving quality.*

***If school and district leaders truly want to accomplish more with less, they must secure resources and technology that can help their team members deliver efficient, comprehensive, streamlined and measurable talent management processes.***



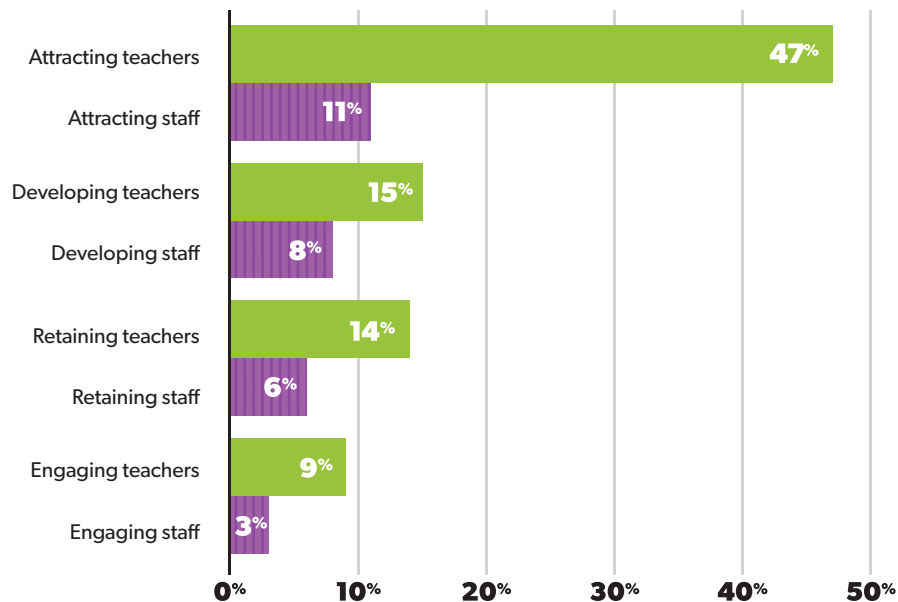


Though most schools lack the data and tools needed to measure and refine talent management performance, respondents haven't lost sight of the purpose of K-12 talent management: acquiring, developing and managing effective educators, administrators and staff to support and advance student achievement.

During new teacher recruitment, the overwhelming majority of respondents said the most important hiring factor is identifying (1) highly qualified or certified teachers, or (2) exceptional teachers to improve student outcomes.

Schools plan to address these concerns by attracting, developing and retaining teachers. Those three activities were identified as the highest-priority talent management activities.

Attracting teachers is  
 the top talent management priority

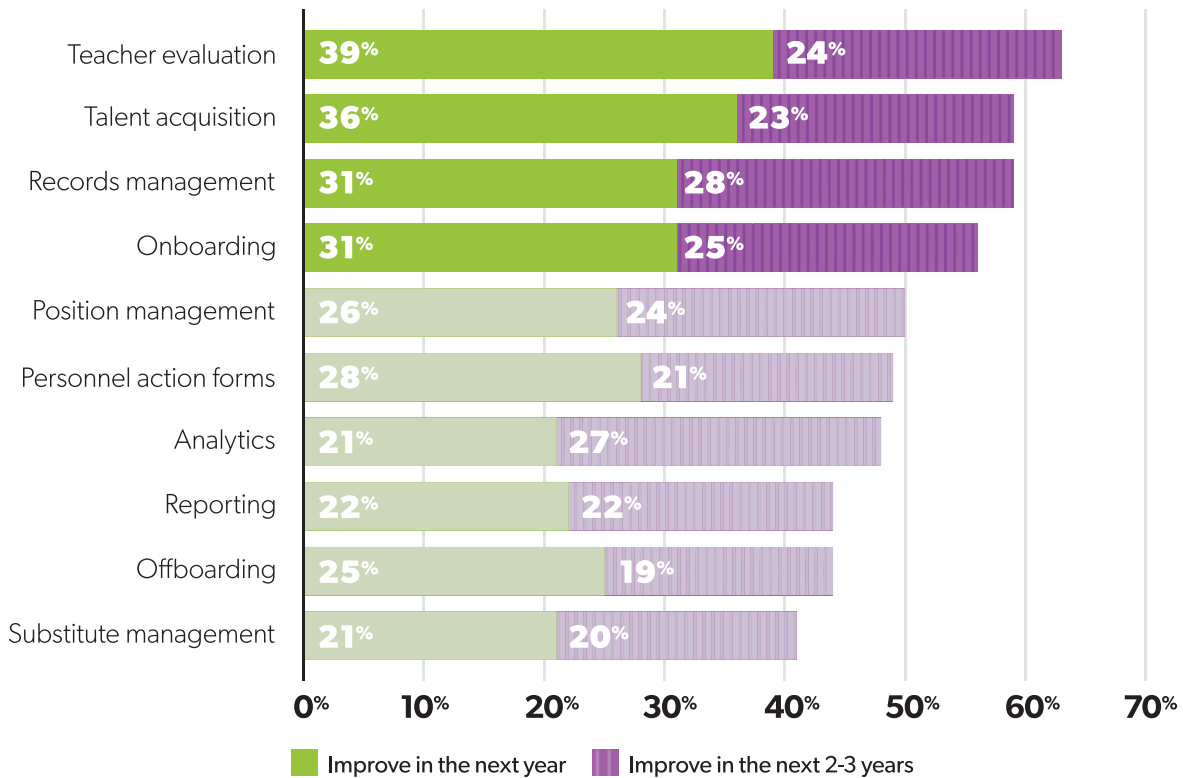


Respondents are relying on talent management solutions to accomplish these goals; they say **the top processes to improve in the next one to three years using a talent management solution are:**

1. Teacher evaluations
2. Records management
3. Talent acquisition
4. Onboarding



## Processes improvement priorities



School leaders would do well to remember that the talent management solutions used to improve the above workflows around each process must be strategic. Adding technology gives schools the tools they need to be strategic, but technology alone can't remedy ineffective processes.

For example, to use a talent management solution to improve **teacher evaluation** processes, the solution must be user-friendly for both administrators and teachers, and should be customizable to match the schools' evaluation processes. But before implementing the solution, evaluation processes should be assessed: Do they empower administrators to provide teachers with actionable feedback in a nonpunitive manner? Do they clearly define the steps an educator can take to improve instructional effectiveness? If not, evaluation processes should be redesigned prior to or during implementation of the solution. (See more on actionable, targeted professional development in the Challenges section.)

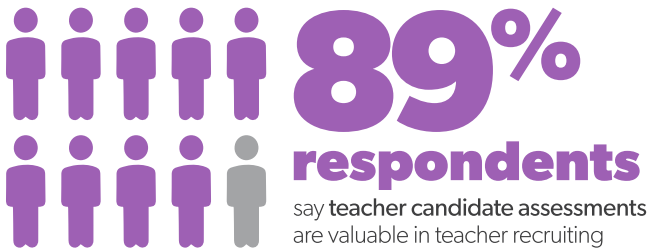
Likewise, **records management** tools support employee satisfaction only if they make it easier for employees to get the support they need from HR departments ... which may require changes to communication methods, vacation request protocols, and more, along with technology for organizing documentation.

**Talent acquisition** and **onboarding** solutions work similarly. School leaders may first need to overhaul application processes to remove any barriers to applying, interviewing or completing background checks efficiently before realizing maximum benefits from a talent acquisition solution. And onboarding processes must go beyond orientation and paperwork to deliver a welcoming experience to new hires that prepares them to succeed in their new jobs from day one.

K-12 talent management tools should facilitate, support and empower process improvement, but they don't single-handedly make ineffective processes effective.

Based on responses to the question on talent management technical maturity (in the Performance Benchmarks section), one can infer that onboarding, teacher evaluation and records management process improvements will involve automated solutions — as most schools currently complete those tasks using stand-alone systems or paper-based processes. However, because many schools report technologically mature talent acquisition processes, making improvements to recruitment may require schools and districts to look for new techniques and tools.

Teacher candidate assessments seem to be one talent acquisition tool schools are considering, as **89 percent of respondents say assessments are somewhat, very or extremely valuable in teacher recruiting. However, only 23 percent of schools and districts use teacher assessments during recruitment.**



What does  
this mean?

*Plans to improve teacher evaluation, talent acquisition, records management and onboarding processes will help address schools' top talent management priorities. And because onboarding is a time-consuming, paper-based process at most institutions, automating onboard processes can deliver the greatest potential return by both improving talent management efficiency and boosting new hire retention rates.*

*Because many institutions have well-defined, integrated talent acquisition processes yet they still wish to improve their abilities to find and hire top teachers, schools and districts have an opportunity to differentiate themselves from other institutions by adopting new processes or tools to aid in candidate searches and screenings. Research-based teacher assessment tools can effectively meet this need while cutting down on applicant screening time, empowering objective hiring decisions and preventing hiring managers from wasting time with wrong-fit candidates.*

*Education leaders must recognize that investments in talent management technology are critical to meeting their goals for attracting, developing and retaining quality teachers. Without proper tools, district HR departments and department managers will struggle to respond to increasing talent management demands.*

# CHALLENGES



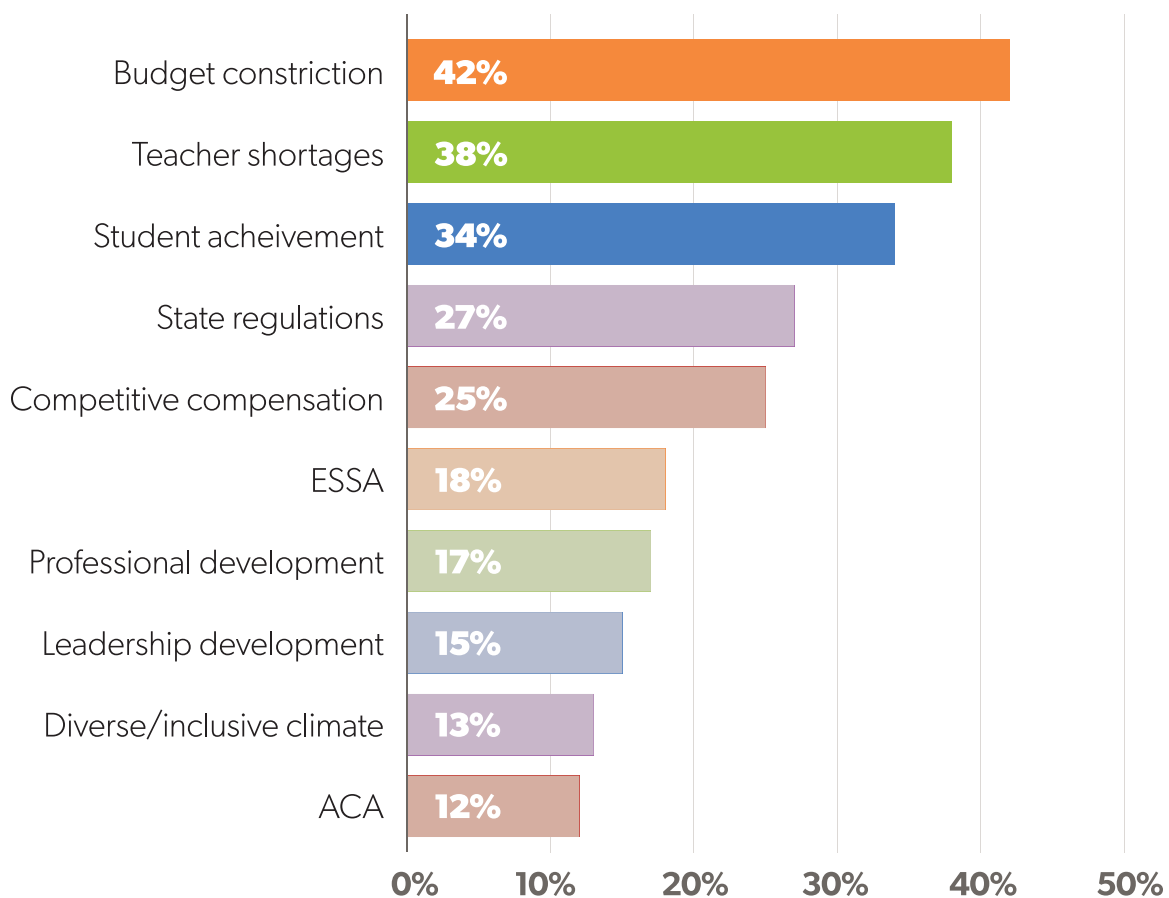
*"I would use the data collected to inform my administrative colleagues as to the landscape of the teaching profession, from the perspective of the HR department. A focus I would pursue is to recalibrate our hiring practices, focusing on the promotion of our current PD efforts in place in order to provide an attractive and desirable sell to prospective teaching staff."*

**Randy D. Davis, Ed.D,**  
ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES  
Community High School District 155, Illinois

When asked, “Which of the following legislative acts and market trends do you believe will have the largest net impact on your district’s academic and administrative operations?” respondents identified their top three challenges as budget constrictions, teacher shortages and student achievement.

This isn’t to suggest that student achievement isn’t the top priority in K-12 education — all signs indicate it is. Instead, these responses show that that budgets and teacher shortages are immense challenges that currently weigh heavily on academic and administrative operations.

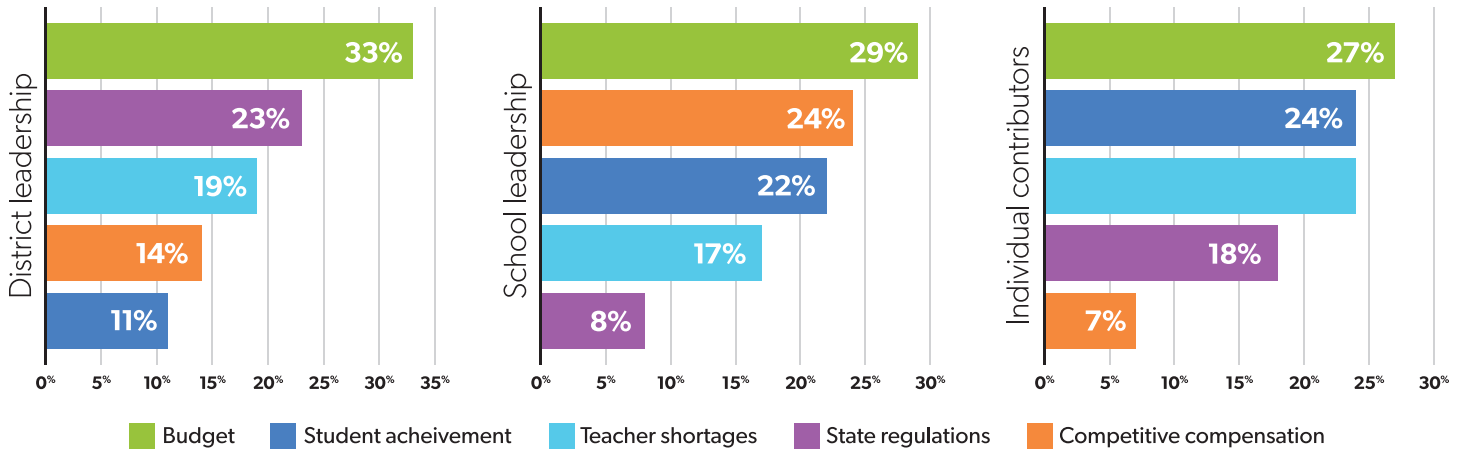
Top factors respondents believe will impact their academic and administrative operations



Budget constriction was the most common concern among all respondents, but the role people play in their schools or districts seems to influence the priority order of other challenges. Individual contributors are equally concerned with student achievement and teacher shortages — suggesting they may have a keen understanding of the link between the two.

District leaders are significantly more concerned about state regulations than school leaders, whose No. 2 concern is competitive compensation. The reason for this might be explained by looking at school leaders’ roles and physical geography. School leaders are likely aware of how nearby schools pay employees, and they may have to address this in pay-related conversations with current and prospective teachers, whereas district leaders may not deal with these concerns as often.

## Top concerns by employee groups



## A deeper look at top concerns

### NO. 1 CHALLENGE: BUDGET CONSTRICTIONS

Schools concerned with budget constrictions are seeking ways to do more with less. The most common strategies for overcoming budget constriction challenges include:

1. Budget review/cuts
2. Workforce review/downsizing
3. Generating more revenue
4. Program review/reduction
5. Improving efficiency through technology

Conspicuously missing from the above list are activities that support employee retention and development — which minimize turnover expenses and maximize teacher effectiveness — such as improved onboarding and professional development. The importance of onboarding seems to be understood, as seen in the Trends section, but only 17 percent of survey respondents identified professional development as a factor that impacts academic and administrative operations.

A 2015 report from The New Teacher Project (TNP) found that schools are spending as much as \$18,000 per teacher, per year on professional development, but not seeing substantial instructor improvement. One reason for this is that development activities that actually improve educator effectiveness are highly individualized, but the activities most teachers are participating in are not.<sup>1</sup>

By offering targeted professional development for each teacher, school and district leaders concerned with budget constrictions will not only make better use of current professional development spending, they'll also strengthen educators' most-needed instructional skills, which supports student gains. As an added bonus, teachers might appreciate the individual attention and stay in their positions longer, which will reduce district spending on recruiting another teacher.

Budget constriction concerns extend beyond not having sufficient funding, of course, and can include anything from lacking allocation for unexpected yet important initiatives, or even rules governing how or when allocated funds can be spent. However, because the majority of education budgets go to personnel, improving talent acquisition, management and development efficiencies is an effective strategy for freeing up dollars to meet other needs.

### WHAT IS THE TEACHER SHORTAGE?

Schools and districts concerned with the teacher shortage aren't exclusively worried about applicant volume. The term "teacher shortage" typically describes one of these hiring challenges:

1. Not enough teachers available to hire, based on number of students.
2. Not enough quality teachers applying for open positions.
3. Not enough qualified applicants for tough-to-fill positions (such as: foreign languages, advanced mathematics, etc.)
4. Teacher vacancies created when instructors leave education to pursue other careers.

### NO. 2 CHALLENGE: TEACHER SHORTAGES

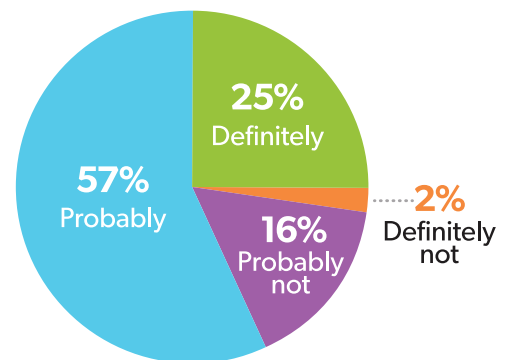
As schools and districts focus on hiring despite shrinking candidate pools, often with lean recruiting resources and tight timelines, they work to make every effort count. Survey respondents said the best sources for teacher candidates are:

1. Online job boards — the most common listed were Indeed.com and SchoolSpring.com
2. Job fairs.
3. Partnerships with colleges or universities.
4. Referrals from local connections.

Respondents are interested in attracting more teachers by finding ways to remove barriers during the application process.

**More than 80 percent of survey respondents would be willing to implement job application best practices, or a shorter job application, if there was a promise of more applicants.**

Respondents willing to implement job application best practices to attract more applicants



Those who say the teacher shortage will have the biggest impact on their school are more likely to be inadequately staffed right now, and expect increased investments in HR technology and staffing.

An increase in talent management technology is expected by 57 percent of respondents who say the teacher shortage is a top challenge, compared to 16 percent of remaining respondents.

Of the respondents who are concerned with a teacher shortage, staffing increases are expected for:



This suggests that schools and districts are investing in both technology and HR staff to get help recruiting and hiring the teachers they need to be successful.

Respondents who listed the teacher shortage as a top concern are most likely to work for schools or districts in rural areas and small communities (68 percent) and/or schools and districts where at least 50 percent of students receive free or reduced lunch (65 percent).

### **NO. 3 CHALLENGE: STUDENT ACHIEVEMENT**

Though most education professionals recognize the immense importance of student achievement in the K-12 mission, school leaders and individual contributors are most likely to select student achievement as a top influencer of academic and administrative operations. District leaders don't rank student achievement as a top influencer, and instead select issues they deal with day to day as their top concerns.

Respondents concerned with student achievement believe the best ways to improve student achievement are:

1. Curriculum optimization
2. Investing in technology
3. Improving quality of teachers hired
4. Professional development

Though curriculum and technology can enhance students' learning, research shows that having a great teacher is one of the factors most likely to deliver significant student gains. Therefore, the schools focused on hiring quality teachers and offering ongoing professional development for all educators will likely see the most return on their investments, in the form of student gains.

What does  
this mean?

Advancing student achievement is the mission of all K-12 schools, and most educators haven't lost sight of that goal. Schools and districts are proactively blending fresh and traditional methods to overcome some of their biggest challenges to getting the best teachers in classrooms, despite tightening budgets. Addressing these challenges involves talent management elements — and though improved approaches to professional development (PD) can help address all three challenges, only 17 percent of respondents think professional development will significantly impact academic and administrative operations.

Here's how professional development is uniquely able to address:

- **Budget constrictions** — Teacher attrition costs the U.S. billions annually, and by offering teachers engaging professional development options, schools can boost employee satisfaction and retention — and reallocate the money spent on recruiting, training, onboarding and other new hire activities.<sup>2,3</sup>
- **Teacher shortages** — Effective and individualized professional development can improve professional satisfaction and boost retention by demonstrating to teachers that their school is committed to them. Research suggests that effective professional development can especially make a difference in the retention of novice teachers.<sup>4</sup> That means teachers who stay with your district year after year will be better equipped to deliver more student learning.
- **Student achievement** — Targeted professional development is a nonpunitive way to empower teachers to master instructional skills that positively affect student outcomes. This formative style of professional development helps educators identify their opportunities to improve while providing the resources they need to be more effective in the classroom ... so good teachers can become great, and students have every possible opportunity to learn.

However, because most schools report not having mature professional development processes, they likely aren't realizing many benefits from their current professional development activities. Schools must spend time investing in programs and resources designed to deliver customized professional development if they want to support teacher growth, retention and student achievement.

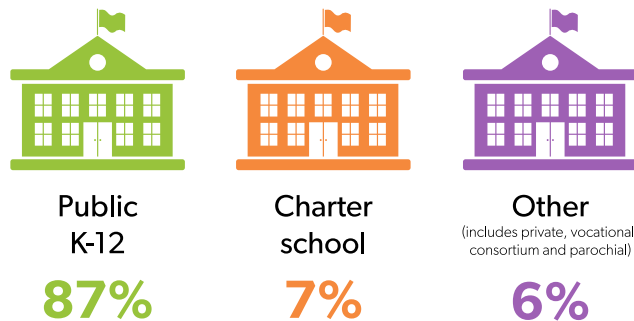


## Demographics and methodology

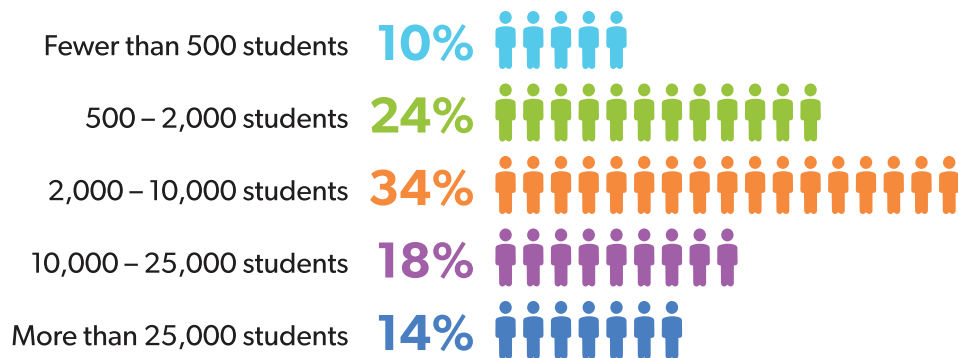
**2016 survey data:** In May-June 2016, PeopleAdmin conducted a survey of 271 K-12 respondents. The survey was distributed by email to both PeopleAdmin customers and contacts as well as contacts purchased from MCH Strategic Data. An incentive of a \$20 Amazon gift card was offered to the first 100 respondents, and all respondents were entered into a raffle for a GoPro camera. Partial surveys were included for the questions answered. Duplicate responses were removed. At a 90 percent confidence interval, the maximum margin of error was 8 percent.

Below is a breakdown of respondents.

### School or district type



### School or district size



**Department representation:** Human resources: 37%, Administration: 34%, Curriculum: 9%, Other: 8%, Information technology (IT): 6%, Instructional staff: 6%.

**Executive leadership: 40%.** Director-level and above.

**2014-Mid 2016 applicant tracking system data:** Applicant and posting data for this analysis was obtained through a direct extract from PeopleAdmin’s Recruit & Hire Applicant Tracking System.

- From this data, a sample was taken of 495 districts/employers who were identified as active system users pre-Dec. 1, 2013, and post-July 1, 2016. This was done to ensure consistent trends over the 2014-Mid 2016 time frame, excluding new districts/employers who became active later in the time period.
- Finally, data was examined in detail, cleansed, classified, and categorized by region, position type, etc.

## Conclusion

As K-12 education enrollment climbs, hiring is growing and applicant pipelines are shrinking ... which means school and district leaders have decisions to make around the future of their talent management strategies and processes.

Unfortunately, implementing tools and processes that would make it possible to analyze institution-specific talent management data to make strategic improvements aren't top priorities at schools and districts. K-12 leaders are instead busy working to resolve immediate challenges — such as budget constrictions and teacher shortages — and are focusing talent management improvement efforts on individual processes, such as teacher evaluations, talent acquisition, records management and onboarding.

Though these are all worthy priorities, insufficient investments in HR staff and resources will hinder schools' abilities to realize significant improvement in these key areas, as existing talent management teams can't endlessly accomplish more with less. But K-12 technology solutions can help schools and districts overcome many of these challenges.

Talent management technology designed for K-12 schools can help boost efficiency, minimize costs, simplify reporting and streamline processes to benefit administrators, teachers and students. This is especially true of solutions that deliver educator-focused needs with student achievement in mind, such as analytics-based candidate screening and targeted professional development tools.

As organizations plan for next year's strategic improvements, adding the necessary tools to make data-based decisions during the 2016-2017 school year will be key. Whether next year's priorities focus on school branding, hiring, or any of the processes identified as "immature" in this report, accessing organization-specific data will help leaders identify which process improvements will have the most significant impact and secure necessary support for these initiatives.

When K-12 leaders realize the importance of effective talent management in overcoming education's biggest challenges, talent management process improvement and analysis will become a top priority — as both enablers of talent management success and major contributors to achieving the K-12 mission.

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<sup>1</sup> [http://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf)

<sup>2</sup> <http://www.npr.org/sections/ed/2015/03/30/395322012/the-hidden-costs-of-teacher-turnover>

<sup>3</sup> <http://www.tehamaschools.org/files/ASCD.TeacherRetention.pdf>

<sup>4</sup> [https://learningforward.org/docs/pdf/why\\_pd\\_matters\\_web.pdf?sfvrsn=0](https://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0)

## How to use the TalentIndex

Because the TalentIndex compiles dozens of data points on K-12 education growth, benchmarks, trends and challenges from hundreds of higher education institutions, the report can have value across many departments.

We spoke to more than a dozen education leaders to gather tips on how to use the information contained in this report. Here's what they said:

### **Compare your institution's performance data to the information contained in the report to benchmark your performance.**

- Consider also researching local workforce and hiring statistics for additional benchmarking.
- Don't have any performance data? Identify areas where you can immediately begin tracking and reporting performance.

### **While reading, take note of:**

- Tasks you're already doing well. Then share with your team and discuss whether you're effectively communicating that success with school and district leaders.
- Opportunities to improve processes, partnerships or data-based decision-making.
- New strategies, tools or techniques you can implement to strengthen talent management effectiveness and strategic value.

### **Share with other departments and use it as a springboard to discuss:**

- Challenges in your organization's talent management processes.
- How departments can work together to overcome challenges.
- Technology options to help improve processes and make more data-driven decisions.

### **Chart your institution's data journey.**

- Where are you struggling to deliver value? Accessing data and generating reports? Analyzing data? Predicting future activity? Using predictive insights to make decisions?
- Pinpoint your struggles and develop an action plan for improvement.

To receive additional information about the K-12 TalentIndex, including additional insights on this year's data and to sign up for next year's report, visit: [www.peopleadmin.com/k12talentindex](http://www.peopleadmin.com/k12talentindex).

