

**TILT HARMONY:
TRAINING INSTRUCTIONAL LEADERSHIP TEAMS
at HARMONY PUBLIC SCHOOLS**

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Introduction and Response to Priorities

Absolute Priorities #1-2

Harmony Public Schools (Harmony) is a high-performing nonprofit Charter Management Organization (CMO) founded in 2000. Today, Harmony's ~2,400 teachers serve ~34,000 students across seven Local Education Agencies (LEAs) and 58 K-12 schools in Texas. Compared to state averages, Harmony's student body includes a higher percentage of students of color (86% vs. 72%) and economically disadvantaged students (68% vs. 61%).¹ Eighty-seven percent of Harmony schools are considered "high-need," or enroll a population with >50% economically disadvantaged (ED) students; all of Harmony's high-need campuses will be supported by this project. See Appendix D1 for a list of campuses by high-need status.²

Harmony has a proven educational program that focuses on science, technology, engineering, and math (STEM). In 2018-19, 100% of Harmony districts and 75% of schools earned A or B ratings, compared to 43% of schools statewide. Results are especially strong in higher grades: U.S. News & World Report named all 23 Harmony high schools to America's Top High Schools (2020) in recognition of Harmony student proficiency rates on Texas' end-of-course (EOC) exams that are well above state averages (74% vs. 62% in math, 61% vs. 50% in reading). ED students also do particularly well at Harmony compared to ED students statewide (64% vs. 49% overall

¹ This grant application defines economic disadvantage as eligibility for Free and Reduced Lunch (FRL) under the Richard B. Russell National School Lunch Act

² [TEA Student Enrollment Reports \(2018-2019\)](#)

EOC proficiency). And, since Harmony's founding, 100% of graduates have earned acceptance to college, and 65% of students declare STEM majors—more than twice the state average.³

Despite strong *overall* achievement, Harmony acknowledges more work to do, citing persistent gaps between Harmony students with and without financial resources. These gaps exist in the K-12 system (with 14-24 percentage point differences in student proficiency on state assessments) and at graduation (with more than half of campuses falling short of key college and career readiness benchmarks); see page 5. To address these challenges, Harmony has designed a network-wide strategy focused on the *long-term* success of *each and every* student. The strategy includes two key priorities: 1) implementing targeted updates to the core academic model—aligned to college and career readiness standards; and 2) developing exceptional instructional leaders who can develop highly effective teachers equipped to serve *each* student well.⁴

To execute this strategy successfully, Harmony needs to strengthen its human capital management system (HCMS) to more fairly, rigorously, validly, reliably, and objectively evaluate, develop, recognize, and reward school leader performance in a way that aligns to the strategy. This is the focus of this Teacher and School Leader

³ [Texas Academic Performance Report \(2018-19\); 2018 Comprehensive Biennial Report on Texas Public Schools](#)

⁴ Note that Harmony defines “leaders” as principals and their full school-based instructional leadership teams (ILT). This includes assistant principals, teacher leaders, and principal residents; see [Appendix D2](#) for more on campus staffing model and detail on principal residency program.

Incentive Program (TSL) grant proposal. See page 15 and Appendix A for logic model.

Harmony has already established a foundationally effective HCMS to support *educator* development, but it does not yet target *instructional leader* development. Rather, the existing HCMS aims to attract, retain, and grow strong educators in the “Harmony way.” It does so via ongoing, differentiated, role-based feedback and professional development (PD) and a comprehensive, equitable, performance-based compensation system (PBCS).⁵ Also, importantly, for the goals of TSL, Harmony’s HCMS “1.0” has had *limited emphasis on high-need schools*. See Appendix D3.

Harmony seeks funding via TSL for the proposed project: Training Instructional Leadership Teams at Harmony Public Schools (TILT or TILT Harmony). This project will strengthen and evolve the existing HCMS into a “2.0” version. Harmony’s HCMS 2.0 will explicitly focus on instructional leadership by better positioning and supporting current and rising principals and ILTs to excel and remain in their roles—especially in high-need schools. In this way, TILT Harmony satisfies Absolute Priorities #1 and #2.

Competitive Priority #1

All of Harmony’s 50 high-need campuses to be served by TILT are within a 10-mile radius of qualified opportunity zones (QOZs); seventy-five percent are within a four-mile radius, which is the average student commute to a Harmony campus (see Appendix D1 for list of QOZs served across Harmony’s seven regions; see Figure 1

⁵ The PBCS factors in base salary, benefits, bonuses for exceptional student and campus-level results, and stipends for additional contributions that enable system impact and career growth (e.g., curriculum development and colleague mentorship).

below).⁶ To improve equitable access to opportunity for all students—particularly those in high need schools—Harmony will

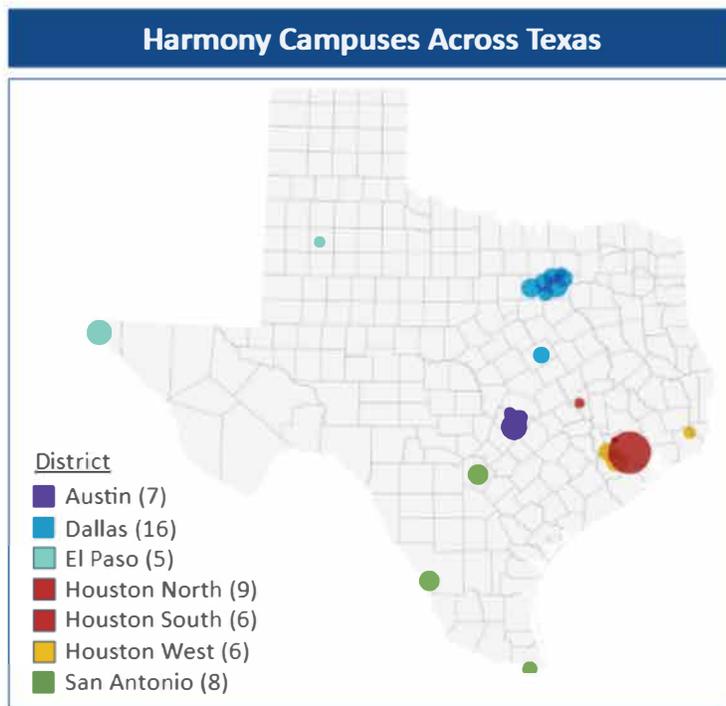
1) prioritize TILT implementation in network campuses in or near QOZs,⁷ and 2) reinforce project impact through partnership with non-Harmony campuses that overlap with QOZs. In these ways, Harmony’s proposed project

satisfies Competitive Priority #1:

1) By strengthening instructional leadership in high-need schools, Harmony anticipates more

consistent, quality implementation of its academic model across all campuses; this will in turn lead to a broader, more equitable pipeline of STEM- and career-ready graduates across regions. Research shows that a well-equipped workforce, particularly in STEM, is a primary driver of economic development and job creation.⁸ Thus, Harmony believes

Figure 1



⁶ Harmony intends to open an additional campus during this grant period that will qualify as high-need and so be in scope of this project; however, exact location has not been determined. so it was not included in these calculations.

⁷ Harmony intends to scale implementation to remaining seven campuses via existing state funding streams (see [Budget Narrative](#)), thus ensuring full-scale adoption.

⁸ [National Academies of Sciences, Medicine, and Engineering](#); [Brookings Institute](#)

that, in the long term, this workforce pipeline will itself catalyze opportunity in QOZs by attracting prospective employers and further investment to the regions.

2) Through TILT, Harmony plans to convene communities of practice (COP); mission-aligned school districts located in QOZs within Harmony’s seven regions will be invited to participate (see Appendix D1 and Figure 1). COPs will focus on building effective campus leadership teams that promote instructional excellence. Special emphasis will be placed on STEM and college and career readiness—two core components of Harmony’s academic model; see page 19 for more. By supporting peer districts to prepare college- and career-ready graduates, Harmony will reinforce impact it seeks by expanding the local workforce and increasing opportunity for graduates in QOZs.

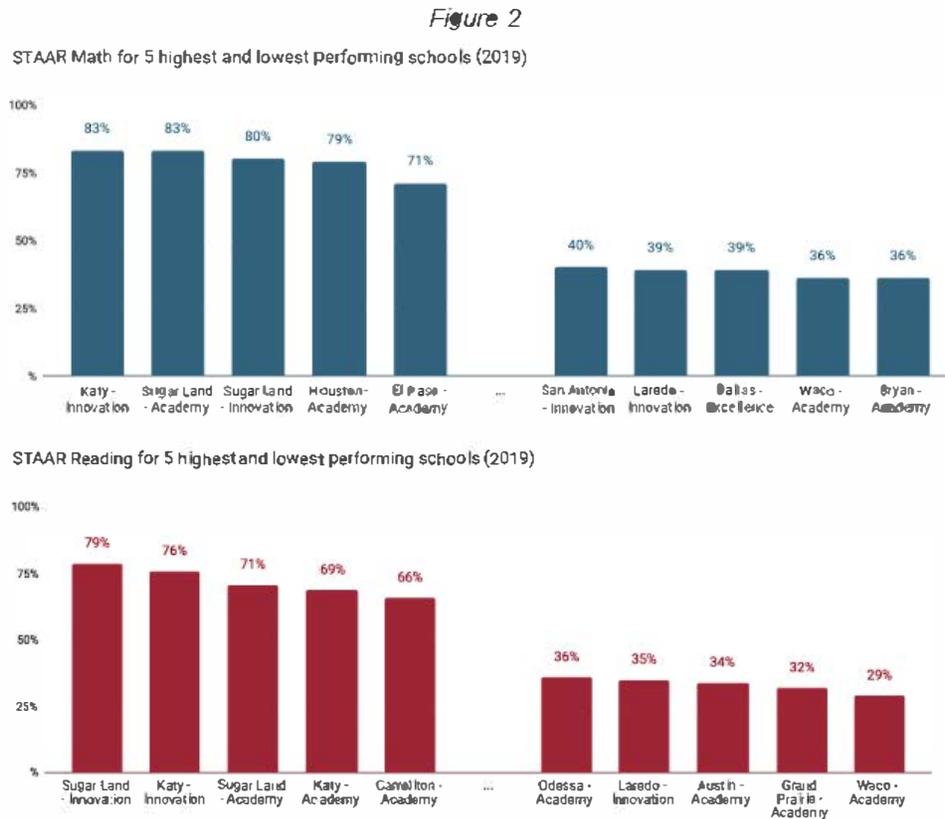
Need for Project

Project addresses specific gaps or weaknesses that have been identified

In 2019-20, Harmony conducted a comprehensive strategic planning process. The resulting plan was informed by deep analysis of student and educator performance, as well as input from thousands of stakeholders (see page 38). Two significant needs emerged: setting a long-term instructional vision focused on excellence and equity and developing exceptional school leaders to deliver on the vision.

First, despite overall network-level success (see page 1), Harmony was deeply dissatisfied with persistent achievement gaps within the network. For example, only 40% of ED students met or exceeded grade-level standards on the state STAAR assessment, while 55% of their peers with financial resources achieved proficiency. Disaggregated data showed starker disparity: the five *highest-performing* Harmony

schools (serving an average of 62% ED students) outperformed the five *lowest performing* schools (serving 84% ED) by more than double:



This data informed the strategic plan’s focus on *each and every student*, not just certain populations. Harmony identified similar gaps in college and career readiness. For example, average SAT scores at over half of Harmony campuses— especially those with higher percentages of ED students—fell short of college and career readiness benchmarks in math, despite Harmony’s systemwide focus on STEM. As a result, many Harmony graduates, especially those with STEM aspirations, reported a need for remedial coursework in college. This data informed Harmony’s new focus on the *long-term* (i.e., college and career readiness), not just K-12, success.

Second, Harmony recognized three weaknesses in its talent structures that

contributed to uneven, inequitable access to highly effective instructional leaders; this, in turn, resulted in inconsistent educator development, which is directly tied to lower student outcomes.⁹ Harmony believes that the identified weaknesses would be exacerbated with the added rigor and orientation of its go-forward academic model.

1) To date, Harmony's sitting and emerging principals have been strong "general managers;" however, they are often inexperienced and not performing as instructional leaders. Seventy percent of principals have been in the role for less than five years and, in high-need schools, average tenure is less than four years. Fewer than half of principals received annual performance ratings of "accomplished" (the top rating in Harmony's system, followed by proficient and developing). Themes from interviews with Harmony teachers confirm these acute, foundational challenges:

- Inexperienced school leadership team: *"There's a lot of rookie administrators and leaders. Not all principals are comfortable with curriculum and instruction."*
- Focus on operations over instruction: *"When a principal can't hold their own [on curriculum and instruction], they'll focus on operational pieces."*
- Gaps in instructional professional development: *"I don't get training on how to coach; there's nothing on supporting teachers with strengths and challenges."*

These challenges are in part due to the way the principal role has been defined at Harmony: the job description, PD opportunities, and accountability mechanisms have

⁹ Numerous organizations and research institutions have highlighted the importance of quality educators on academic achievement: of teachers, including [Editorial Projects in Education Research Center](#) and [Public Impact](#)

not been developed with the expectation that principals are instructional leaders. Rather, the role has been focused on campus operational management.

2) ILT composition and expectations have been unclear and variably effective by campus. This has threatened the effectiveness of Harmony's campus staffing model (see Appendix D2), which intentionally distributes leadership across roles so as to increase leadership capacity and sustainability (see page 29 and 34). Harmony's success requires a deep ILT team supporting teacher efficacy via on-the-ground and role-specific coaching on Harmony's approach to learning.

3) Harmony lacks a transparent, fair, reliable mechanism for matching effective leaders with high-need schools and then rewarding retention and excellence in those schools. This is a missed opportunity to adopt a research-based strategy for improving equity in instructional leadership across large LEAs; see page 14 (The current PBCS offers financial incentives for school-wide achievement and retention, but does not differentiate by high-need status of the campus; see Appendix D3 for more on PBCS).

TILT—through an upgraded HCMS—will directly address these challenges. First, TILT focuses on the principal as the key agent to drive student performance and close achievement gaps (by recruiting, developing, and retaining high-quality teachers); to do this, it defines the principalship as an instructionally—rather than operationally—focused role. Second, Project design (see page 15) reflects Harmony's belief that principals are not "in it" alone. To achieve intended impact, principals need a strong, aligned, campus-based ILT; they also must be developed and evaluated by an effective, network-level principal-manager (whose role must also be redefined). Finally and critically, Harmony's HCMS "2.0" must develop deeper instructional expertise among principals and ILT

members and then retain those leaders to reduce the negative impact of frequent transitions; this is especially critical in high-need campuses.

Project integrates with related efforts to improve Relevant Outcomes

TILT Harmony tightly aligns with major, ongoing network initiatives. The work of reimagining campus leadership to deliver on a new academic model is the central focus of the Harmony 2025 strategic plan (see page 10). TILT also builds on Harmony's unparalleled track record of innovation as a winner of three major federal awards over the past eight years. These awards include Race to the Top-District (RTT-D) in 2012 (focused on deepening project-based learning and differentiated student learning); Teacher Incentive Fund (TIF) in 2016 (focused on educator retention and proficiency in the "Harmony way"); and Education Innovation Research (EIR) in 2018 (focused on translating the network's STEM model from secondary to elementary grades).

Harmony's TIF grant enabled the network's HCMS "1.0," which is outlined above and in Appendix D3. The objective of HCMS "1.0" was to support educator effectiveness and retention across a network that hires ~600 teachers each year—each with varying levels of experience and skills—due to growth, attrition, and educator mobility. One year remains in the TIF grant period, and evaluation to date indicates that the project has effectively supported educator effectiveness and retention—with positive impact on student outcomes:

- The gap in student achievement between campuses supported by TIF and those not in the grant project continues to narrow;
- Total size of bonus(es) earned per teacher has grown by 41%; this indicates teachers have been incentivized to meet performance targets; and

- Three hundred six (306) teachers, 94% of which were in high-need campuses have earned 701 micro-credentials in total.

Interviews with staff support these conclusions. Teachers report improved quality of and access to PD and coaching, though room remains for further improvement and differentiation. Harmony will address these identified opportunities during the third, final year of TIF implementation—while also initiating a parallel focus on school leader development, particularly in high-need schools, through TSL.

TILT (developed through TSL) will build on this foundation and strengthen Harmony’s ability to support, evaluate, deploy, and reward *school leaders*—with focus on instructional expertise—in a fair, rigorous, valid, reliable, and objective way aligned to Harmony’s goal of long-term success for each and every student.

Project is part of a comprehensive effort to improve teaching and learning

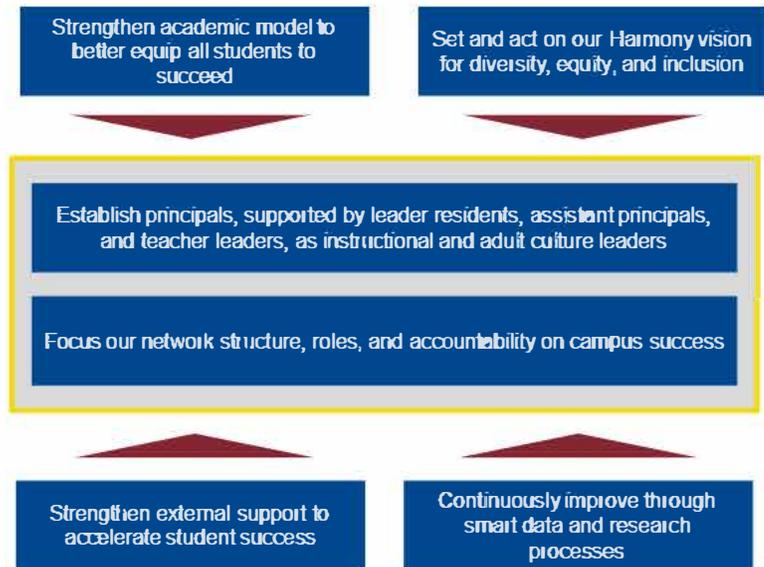
Harmony has developed a five-year strategic plan to address identified weaknesses and better support each and every student to succeed (see page 5). The plan’s priorities, outlined below, are deeply interconnected and mutually reinforcing, and the role of school leaders is central (see Figure 3). In this way, Harmony’s HCMS “2.0,” through TILT, is critical to the success of the plan. Meaningfully, the strategy requires a material shift to the academic model that has been in place over the past decade; Harmony will preserve proven strategies, while also setting the bar for excellence higher and longer-term (from high school graduation to college and career success). See Appendix D4 for more detail on implementation of priorities.

- *Strengthen academic model*: redefine excellence for students to focus on college and career readiness and ensure high-quality, consistent gap-closing services.

- *Establish principals and ILT as instructional leaders:* develop and support excellent campus leadership to deliver the enhanced academic model.

- *Focus network structure, roles, & accountability on campus success:* increase the clarity, effectiveness, and accountability of all roles to enable principal and ILT focus on instruction.

Figure 3



- *Set and act on a vision for diversity, equity, and*

inclusion (DEI): support each and every student and staff member—regardless of identity or campus—to experience a sense of belonging, equitably access opportunities, and achieve excellent outcomes.

- *Strengthen external support to accelerate student success:* share Harmony’s approach with others and pursue partnerships that support student recruitment, enrich student experiences, and ensure long-term organizational sustainability.
- *Continuously improve through smart data and research processes:* employ research- and data-informed processes to regularly evaluate efforts.

Project will address the needs of the target population

TILT and Harmony’s strategic plan overall, are built on a growing research base about the pivotal role instructional leaders play in driving outcomes for all enrolled

students, regardless of background or location—which is Harmony’s intended, ultimate impact for this project. Data from numerous credible research organizations and leading LEAs emphasize *why* strong instructional leadership is so pivotal: ¹⁰

- *Strong instructional leadership rallies teachers around a clear academic vision:* High-quality leaders chart a clear course that everyone understands, establish high academic and culture expectations, and use data to track progress against goals. When these practices are not common (because they are not part of the school leader’s role or because leadership turns over frequently), teachers’ views on school conditions decline and staff experience a loss of shared purpose and trust - which is tied to lower educator effectiveness.¹¹
- *Strong instructional leadership promotes teacher retention:* Research shows that principal turnover has a highly disruptive effect. Teachers cite principal support as one of the most important factors in their decision to stay or leave, and teacher turnover itself is directly linked to declines in student outcomes—particularly in high-need schools.¹²
- *Strong instructional leadership fosters collective efficacy:* Research also shows that collective efficacy—or a team’s shared commitment and capacity to realize

¹⁰ Organizations such as [Stanford Educational Leadership Institute](#), [Vanderbilt University](#), [Association for Supervision and Curriculum Development](#), and [Insight Education Group](#), in addition to those specifically cited below, have published studies on drivers and impact of strong instructional leadership on student outcomes

¹¹ [National Association of Secondary School Principals](#)

¹² [National Association of Secondary School Principals](#), [Learning Policy Institute](#)

common goals—is the “new number one” driver of student outcomes with an effect size more than double that of a single, effective educator.¹³ Studies indicate that collective efficacy can be built and nurtured by strong instructional leaders.¹⁴

Lessons from the Principal Pipeline Initiative (PPI) indicate *how* to build strong instructional leadership, aligned to the principles above. The project, funded by the Wallace Foundation, sought to build volume and quality of instructional leadership in six major LEAs—all of which served significant numbers of students from educationally underserved backgrounds. PPI determined that, to build instructional leadership:

- *Set leadership standards and vision that guide all organizational activities:* School leaders must have a deep understanding of the academic model; they must also have clarity about the expectations for their role in leading successful implementation of the academic model on their campuses. Given Harmony’s current state (see page 5), this will require refinement and codification of the school leader role descriptions to elevate importance of instructional leadership.
- *Offer rich preparation opportunities for school leaders, and especially focused on instruction:* To deliver on role expectations, school leaders must be supported to develop their leadership skills. Especially before being asked to implement any new skill, leaders need “pre-service,” introductory training. Given Harmony’s strategy requires school leaders to develop new instructional leadership skills as well as skills to implement an updated, more rigorous academic model (see page 10), Harmony leaders will need focused development.

¹³ [New Leaders; Loyola University of Chicago](#)

¹⁴ [University of Chicago](#)

- *Provide on-the-job support and evaluation for school leaders:* One-time training sessions are not enough to support long-term leadership development; instead, LEAs must establish ongoing structures for leadership development as well as incentives to remain in schools. Such structures include coaching and mentorship, evaluation systems aligned to organizational goals, motivating compensation systems, and within-role advancement opportunities like further professional learning and credentialing. Given Harmony’s new definition of school leaders’ roles, as well as a new organizational strategy, it must refine and advance its on-the-job support and evaluation structures.
- *Selectively place leaders and build good-fit teams:* Effective school leadership is a team effort; and the best teams have a strategic mix of skillsets that align to the specific needs of the school and promote sustainability of the team. Given Harmony’s intent to formalize the ILT structure and match the most effective leaders to the highest-need schools, it must identify data-informed methods for matching leaders to best-fit teams and schools.

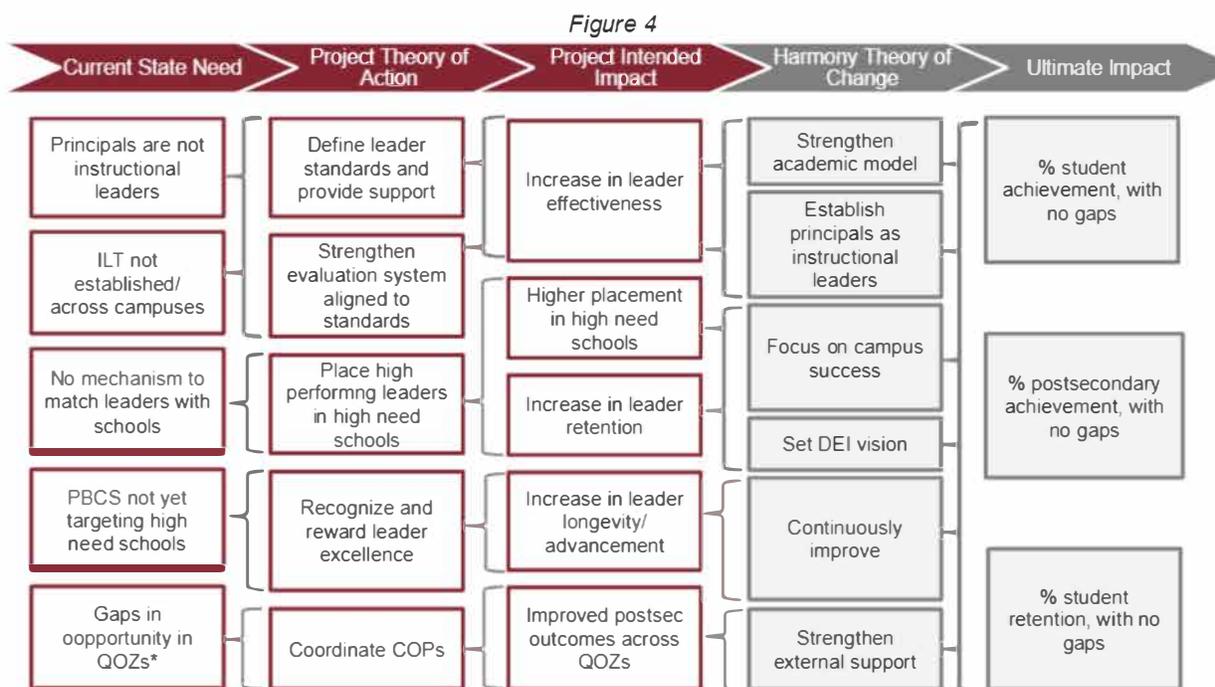
PPI LEAs that leveraged these strategies saw results. After three or more years, schools with supported principals outperformed comparison schools by 6.22 percentile points in reading and 2.87 percentile points in math. Supported principals were also 5.8 points more likely to remain in their schools for at least two years and 7.8 points more likely to remain in their schools for at least three years.¹⁵ Harmony will use these data as inputs into setting its own goals and targets for TILT.

¹⁵ [Wallace Foundation](#)

Quality of the Project Design

Proposed project demonstrates a Rationale

TILT is founded on the rationale that the principles outlined in the research above will establish strong instructional leadership, which will grow educator effectiveness, which will improve student outcomes. These principles underpin the design of TILT, illustrated in the logic model below. (Figure 2 is a simplified graphic; see Appendix A for detail.) The project components (i.e., the Theory of Action in Figure 3) directly reflect practices for development and retention of instructional leadership discussed above:



ILT = instructional leadership team Leaders = principals + instructional leadership team QOZ = qualified opportunity zone DEI = diversity, equity, and inclusion PD = professional development COP = community of practice *Per federal government's definition of QOZ

1. *Define clear leadership standards and provide ongoing, role-specific support:*

Harmony will develop clear, codified role descriptions for principals and all ILT positions. This will include role competencies, performance expectations, and leadership responsibilities (with focus on instructional coaching). Descriptions will map to the Texas Teacher Evaluation and Support System (T-TESS) and

Professional Standards for Educational Leaders (PSEL) framework.

Aligned to those descriptions, Harmony will design and implement a formal, ongoing PD scope and sequence for role-specific and targeted professional learning on instructional leadership. PD will focus on building leaders' proficiency in the updated academic model and on preparing leaders to coach educators via the partnership learning approach, a method for planning and delivering PD sessions.¹⁶ Studies show that this approach is significantly more effective than traditional in-service training, which has been Harmony's approach to educator development to-date.¹⁷ Harmony will offer this leader PD centrally as well as via school-based sessions that address campus-specific needs; this PD will be designed and delivered by a credible third party provider.

Harmony will also establish a mentorship program, differentiated by role, for on-the-ground support as leaders build their instructional leadership. Mentors will have periodic meetings with mentees to reflect on problems of practice; they will then partner with leaders to design, develop, and implement solutions using a problem of practice protocol. As mentors guide mentees to develop their skills, they will help them build a portfolio of practice-based evidence that will qualify leaders for micro-credentials. Mentors will be highly effective peers—in or external to Harmony. To promote consistent quality of mentorship, the program will be structured around a

¹⁶ In this approach, memorable conversations take a central role, learning is embedded in the daily practice of teachers, and teachers and coaches play an equal role in the definition of learning objectives and processes.

¹⁷ [University of Kansas](#), [University of Texas](#)

common framework like Get Better Faster or Growth Coaching.¹⁸

The Community Training and Assistance Center (CTAC)—Harmony’s evaluation partner (see section below)—will measure progress on this component using Growth Coaching International’s (GCI) framework. See page 35 for more on sustainability of learning beyond the grant period.

2. *Strengthen leader evaluation system, aligned to defined leadership standards:*

Harmony will evolve its existing evaluation system (including cadence, mechanism, and metrics) to more fairly, rigorously, validly, reliably, and objectively assess leader performance. Performance will be measured by student success criteria, educator effectiveness, culture and climate health, and other competencies defined in role descriptions or elevated through the PD system. Harmony will implement regular cycles of feedback and evaluation, which will draw from evidence such as teacher feedback on leaders’ instructional leadership, as well as the leaders’ portfolio of evidence developed through PD. The network will track data related to leader developmental progress; it will use this data to continuously improve the effectiveness of its school leader PD. Performance metrics will also inform implementation of the third and fourth component of Harmony’s Theory of Action. CTAC will measure progress on this component using the H-TESS evaluation system and observations by supervisors of school leaders.

3. *Selectively place high performing leaders in high-need schools:* Leveraging leader performance metrics and school-level outcomes, Harmony will identify high-potential matches between leaders with a track record of success and schools most in need

¹⁸ [Uncommon Schools, Growth Coaching](#)

of new leadership. Leader performance metrics will inform a "skills profile;" similarly, a "needs profile" will be developed for each campus based on school performance and characteristics (e.g., trends in student growth, educator effectiveness, culture/ climate, etc.). The system will then use an algorithm to recommend matches based on these profiles. Identified leaders will not be mandated to leave current roles, but those who opt into accepting the proposed match will be rewarded with a financial incentive (see below). To promote school leader longevity in role, matches for campuses will only be revisited after a set period of below-threshold performance. CTAC will measure progress on this component by analyzing the evaluations of principals and student achievement results at their campuses and whether these principals are being assigned to high-need campuses.

4. *Recognize and reward leader excellence via financial incentives:* The "2.0" PBCS will incentivize and reward leader excellence in high-need schools in several ways. First, Harmony will offer signing bonuses for leaders who match and opt into high-need positions, with higher bonuses rewarding leaders' demonstrated skills (enabled by an expanded micro-credential system). All principals will also be eligible for an annual bonus based on individual performance, with heavy weight toward growth in instructional leadership (measured, in part, by growth in student achievement).

In addition to existing school-level achievement bonuses offered through the "1.0" PBCS, ILT members will also be eligible for individual performance bonuses for instructional leadership growth. ILT members can earn these bonuses by securing a micro-credential, earning high positive feedback in individual evaluations, and by driving improvements in student achievement; see Budget Narrative for more detail

on financial incentives.

Finally, all school leaders will also be eligible for non-financial incentives, such as access to highly selective and reputable PD and networking conferences.

CTAC will measure progress and effectiveness of the PBCS by examining the percentages of principals and ILT members who receive performance-based compensation, determining the gap between retention rate of school leaders receiving compensation and average retention rate of all school leaders, and identifying the attainment of micro-credentials by school leaders.

5. *Coordinate COPs for mission-aligned leaders:* Harmony will coordinate quarterly communities of practice—called “Saturday STEM Academies—among mission-aligned districts and schools in QOZs (see page 3) within Harmony regions. These COPs will help leaders to establish effective campus instructional leadership teams—with special emphasis on how to improve STEM and college and career readiness and success. During these academies, Harmony leaders will provide high-quality training around STEM teaching practices (based on its trademarked STEM SOS Model) and STEM teaching kits. To encourage participation by leaders from other districts, participants will also receive training stipends. CTAC will measure progress on this component by analyzing survey results and training session evaluations from the participating campuses.

With an HCMS “2.0” in place, school leaders will be equipped to drive progress toward Harmony’s end goal: improving outcomes for each and every student as measured by improvement in academic achievement, college and career readiness, and retention for all students.

Evaluation methods will provide periodic assessment of progress toward goals

CTAC (see Appendix D5 for resumes of key team members) will use a two-fold evaluation strategy to support TILT. Part 1 is comprehensive, includes formative and summative evaluations, and focuses on the overall TSL project; part 2 is targeted and focuses on the study of Harmony's HCMS as it relates specifically to principals and ILT members. The resultant analyses provide performance feedback to Harmony and inform mid-course improvements.

Part 1. Comprehensive Evaluation of the TSL Project.

Using a mixed-methods approach with both qualitative and quantitative data analysis, CTAC carries out an ongoing *formative evaluation* to provide regular performance feedback and assessment for course adjustments and a *summative evaluation* to assess progress towards the intended and ultimate impacts.

The multiple sources of data include: a) interviews and focus groups with educators, parents, and students; b) survey responses from educators, parents and students; c) teacher, principal, and ILT member evaluation data; d) teacher and principal recruitment and retention data; e) financial incentive payout data; f) micro-credentialing data; g) student achievement data; and h) artifacts. The following key questions guide the evaluation of the project:

- To what extent is TILT being implemented with fidelity?
- What factors enhance or impede effective implementation of the project?
- What is the impact of TILT on the instructional effectiveness of teachers, principals and ILT members?
- What is the impact of TILT on student achievement?

- What is the impact of TILT on campus leader and teacher recruitment and retention?
- What is the impact of the project on instructional leadership practices at the schools overlapping with QOZs?

These questions focus on both the implementation and overall impact of TILT. In assessing the fidelity with which TILT is implemented and the effect it has on key outcomes, the evaluation is specifically designed to help inform Harmony’s efforts to continuously improve over the life of the grant.

Evaluation Questions	Component	Data Collection
To what extent is TILT being implemented with fidelity?	1, 2, 3, 4	Surveys; interviews and focus groups; artifacts
What factors enhance or impede effective implementation of the project?	1, 2, 3, 4	Survey; interviews and focus groups; artifacts
What is the impact of TILT on the instructional effectiveness of teachers, principals and ILT members?	2	Principal, teacher, and ILT member evaluation; artifacts
What is the impact of TILT on student achievement?	3	Student achievement
What is the impact of TILT on campus leader and teacher recruitment and retention?	3, 4	Principal, teacher, and ILT evaluation; financial incentive payout; micro-credentialing; recruitment/ retention; artifacts
What is the impact of TILT on instructional leadership practices at the	5	Surveys; artifacts

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Data Collection and Analysis

Interviews and Focus Groups. CTAC conducts confidential annual interviews and focus groups with educators, parents, and students using protocols developed with Harmony. Protocols are customized to the role of the participant and examine the perceptions of frontline educators on the implementation and impact of the components of TILT. CTAC conducts thematic analyses to identify common themes and key issues in the discussion based on similarities across interview and focus group participants. Each interview is approximately one hour, and each focus group is approximately 90 minutes.

Surveys. CTAC reviews data from three types of surveys: 1) an annual CTAC-developed and conducted TILT survey that seeks feedback from Harmony staff specifically about TILT implementation; CTAC then conducts thematic analysis and Mann-Whitney U tests to examine the statistical significance of the differences across groups and years; 2) Professional Development Feedback Surveys circulated on an ongoing basis at the conclusion of all PD sessions funded through TILT; and 3) School Climate Surveys for educators, parents, and students (administered annually by Harmony and reviewed by CTAC).

Teacher, Principal, and ILT Member Data. CTAC analyzes teacher, principal, and ILT member evaluation data (with teacher evaluation data gathered from Harmony-conducted observations) and reviews evaluation ratings on five indicators embedded in the Harmony Teacher Evaluation and Support System (H-TESS) rubric: 1) setting instructional outcomes; 2) managing classroom procedures; 3) using questioning and

discussion techniques; 4) engaging students in learning; and 5) using assessment in instruction. Additionally, CTAC reviews principal evaluation data. Harmony principal evaluations assess whether principals attain year-end goals in two overarching categories: professional practice and student growth. Moreover, the evaluations are aligned to five components of the Texas Principal Evaluation and Support System (T-PCESS) rubric: (1) instructional leadership; (2) human capital; (3) executive leadership; (4) school culture; and (5) strategic operations. CTAC also analyzes assistant principal evaluation data.

Staff Recruitment and Retention Data. CTAC reviews staff recruitment and retention data. With respect to recruitment, CTAC analyzes the educational qualifications, professional credentials, and experience levels of job applicants. CTAC also reviews staff retention rates across the Harmony network and disaggregates the data by professional role, TILT campus status, and teacher evaluation ratings.

Financial Incentive Payout Data. CTAC reviews data related to bonuses and stipends awarded in TILT through Harmony's PBCS.

Micro-Credentialing Data. A micro-credential is a digital certification indicating a TILT principal or instructional team member has mastered a specific competency. CTAC reviews data on program offerings, participation, and credit issuance.

Student Achievement Data. To assess the impact of TILT on student achievement and gap closure, CTAC analyzes outcomes on NWEA MAP, STAAR assessments, and End-of-Course (EOC) exams at TILT campuses, non-TILT campuses, and a set of comparison schools extrinsic to the Harmony network, as described below.

At the beginning of the first project year, CTAC conducts school-level analysis to form the comparison group for Harmony schools by using Propensity Score Matching (PSM) techniques. The PSM procedure predicts the probability of participating in the TILT program (i.e., treated) based on a rich set of observable and measurable variables, including school-level achievement measure, geographic location (urban or rural), school type, school size, and school-level student, teacher and principal characteristics in Year 0 (the baseline year)—all publicly available data. The predicted probability is then used to select a set of comparison schools.

CTAC employs a school-level Difference-in-Difference (DiD) model to estimate the impact of TILT on student achievement. Specifically, by comparing TILT schools to the above-described and identified schools both before and after the implementation of the TILT initiative, the model controls for observable and measurable student and teacher characteristics that may have contributed to student growth. In addition, it allows for a higher level of “control” over time-invariant, unobservable, and immeasurable factors such as a student’s innate ability. The basic structure of the DiD model in estimating the effect of TILT on student achievement is shown in Appendix D6.

Artifacts. CTAC quarterly reviews artifacts and data related to TILT implementation. These include, non-exhaustively, the dedicated H-STEP website, PBCS plans and proposed changes, plans and service activities related to schools in QOZs, professional development resources (including the Professional Learning Communities toolkit, session schedules and agendas, and tutorials for accessing online modules and feedback surveys); and instructional support materials (including the instructional playbook, framework, and resource centers).

Performance Feedback and Dissemination of Evaluation Learnings. CTAC's evaluation enables regular performance feedback and assessment of progress towards achieving the project's intended outcomes. All evaluative reports are made publicly available on the Harmony dedicated website.

In summer of each project year, CTAC provides a management report with interim analyses and findings. In winter of each project year, CTAC provides a formative evaluation report with complete analyses and findings to date. At the end of the project, CTAC provides the summative evaluation report. *All formative and summative evaluation reports are presented* to the Harmony CEO, Board of Trustees, leadership team, Chief Academic Officer and academic team, and project staff. On a bi-weekly basis, CTAC also provides regular evaluative updates to the TILT Project Director.

Part 2. Study of Harmony's HCMS

The Study. CTAC is also conducting a study of the HCMS as it specifically relates to principals and ILT members. The following questions guide the study:

- Are the evaluations of principals and ILT team members being conducted with fidelity?
- Do these instructional leaders perceive the evaluation system as fair and equitable?
- Is the HCMS consistent and reliable in recognizing competencies that are being demonstrated and identifying professional learning needs?
- To what extent are financial incentives for school leaders making an impact on student and educator performance? What outcomes are improving?
- How can the quality of the HCMS be improved?

In conducting this study, CTAC uses surveys, interviews, and focus groups to examine the perceptions and changes of perceptions of administrators and teachers over time. CTAC also utilizes HCMS records and student achievement data to test (ANOVA or t-test) such relationships as leadership practice ratings and student achievement at the campus, region and district levels. CTAC presents the findings and recommendations to the Harmony leadership team; they are also publicly available on the Harmony website.

Application of the Study. Harmony's goal is to use study results to inform changes to the HCMS and PBCS. With CTAC's assistance, Harmony intends to develop:

1. *Principal success measurement tool.* Building on T-PCESS, this would be an objective tool to identify the most successful principals at Harmony. It would address a full breadth of leadership indicators, such as student academic growth, the ability to attract and retain high-performing teachers, the ability to develop instructional leadership in others, demonstrated success in applying turnaround strategies, the ability to attract and retain students and families, etc. This tool would be used to identify competencies that instructional leaders need to develop to be successful.
2. *Comprehensive structure of incentives and supports for placing high-performing principals in hard-to-staff schools.* Harmony has schools in locations that have proven hard-to-staff with excellent principals: Bryan, El Paso, Laredo, Lubbock, Odessa, and Waco. While additional compensation needs to be an essential incentive, other incentives also need to be analyzed, weighed, and incorporated within a new structure if Harmony is to be successful where other networks have not. Among these potential incentives are flexible budgetary funds (to stimulate instructional innovation), professional learning enhancers (e.g., visits to high-need

schools that are performing at high levels, professional development study opportunities, etc.) and family transition enhancers (including moving support).

Quality of the Management Plan

Project will achieve objectives on time and within budget

Harmony's plan to manage TILT implementation builds on its commitment to innovative excellence and its experience executing against big goals—including multi-million-dollar and multi-year federal grants (see page 9). Harmony has incorporated lessons learned from these efforts into the TILT plan, including the need for a: 1) seasoned executive team and experienced large-grant project director; 2) aligned organizational structure ready for long-term program implementation; and 3) ambitious yet achievable timelines with clear project milestones and objectives.

Seasoned executive team and experienced large-grant project director

Harmony's seasoned executive team will be accountable for project outcomes outlined in the logic model. Implementation will be driven by two Project Co-Leads. Implementation will also be supported by a Project Advisor well-seasoned in federal grant management and other critical members of the network's leadership team. Each team member will hold specific oversight and responsibility for at least one project component (see page 15 for project components and Appendix B for full resumes):

Project Advisor, Dr. Burak Yilmaz: Dr. Yilmaz will serve as executive sponsor of the TILT, overseeing and providing guidance to Project Leads on implementation. Dr. Yilmaz will manage budget tracking, analysis, and implementation with the support of the Academics, Talent, and Finance departments; these departments have previously

worked together on grant management and understand the requirements of large-scale implementation. As Project Director for Harmony's RTT-D, EIR, and TIF initiatives, Dr. Yilmaz has deep experience leading major federal grant projects. As a former Harmony STEM teacher and principal, he brings distinctive expertise in human capital (HCMS system), budgeting, stakeholder engagement, and grant reporting.

Project Co-Lead, Dr. David Akdemir: Dr. Akdemir will lead implementation of TILT components 2, 3, and 4: evaluation system, matching system, and financial incentives. As Director of Leadership Development, Dr. Akdemir is responsible for providing professional learning opportunities for current and aspiring school leaders and their supervisors. He also oversees school leader performance management. Previously, Dr. Akdemir served as district superintendent of Harmony Austin.

Project Co-Lead, Ms. Terri Perez: Ms. Perez will lead implementation of components 1 and 5 of TILT: ongoing professional development and COP. As Director of Professional Learning in the Leadership Development Department, Ms. Perez is the network leader in PD programs and online learning. In this capacity, she has developed 21 online leadership lessons aligned with the Texas Principal and Evaluation System and administers the CornerStone OnDemand learning management system. She brings more than 15 years of experience in education, leadership, and professional learning.

Chief Academic Officer, Dr. Ozgur Ozer: Dr. Ozer will play a key role in the design and implementation of all TILT components. As CAO, Dr. Ozer oversees all academic activities, including curriculum development and implementation, assessment and accountability, high school programs, special education services, and PD; he brings an expert perspective on what instructional leadership looks like. Dr. Ozer began his career

as a teacher at the first Harmony campus in 2000, and he was Harmony's first elementary school principal.

Chief Human Resources Officer, Mr. Emre Altun: Mr. Altun will advise on design and implementation of all project components. As CHRO, Mr. Altun has network-wide visibility into the human capital systems that will support strong instructional leadership; he brings deep expertise in academics and human capital. Mr. Altun joined Harmony in 2006 as an Assistant Principal and previously served as Assistant Director of Special Programs, Human Resources Director, and Director of Global Talent.

Chief Development Officer, Dr. Gina Gregory: Dr. Gregory will focus on ensuring the long-term financial sustainability of TILT. In particular, she will lead fundraising efforts to offset cost of component 4: financial incentives beyond completion of grant period. As CDO, Dr. Gregory brings strong relationships to local Texas funders and a deep understanding of Harmony's unique value to the community. Dr. Gregory is a former campus principal, district superintendent, and director of academics,

Aligned organizational structure ready for long-term program implementation

Harmony's success and growth over the past decade is due, in large part, to a thoughtful and responsive organizational structure. Harmony has mapped and communicated a clear set of roles, responsibilities, and decision rights across Central Office, District Offices, and campuses that ensures efficient, effective, and sustainable distribution of project and network management. These have been refined over time—including via the 2025 strategic planning process—to ensure that processes, policies, and autonomies are transparently aligned to current network needs:

- **Central Office will hold primary responsibility and network-wide oversight of TILT implementation.** This aligns with the Central Office’s defined charge to set organization-wide and high-level regional strategy, to standardize policies and procedures, to provide approaches, tools, and templates that districts and campuses can adapt, to build district and campus capacity, and to hold campuses accountable.
- Already a critical bridge between Central Office and campuses, **District Offices will ensure that TILT is implemented with an eye toward respective campus needs.** Aligned with their existing role of building campus capacity, districts will be responsible for principal coaching and district-wide ILT PD. Districts also provide operations and finance services to campuses to enable school leaders to focus on instructional leadership.
- Primarily focused on instruction, **campuses are ultimately accountable for student outcomes.** Campus responsibilities include creating an effective learning environment, managing teacher recruitment and PD, and tailoring approaches provided by Harmony to specific campus needs.

An ambitious yet achievable timeline with clear project milestones and objectives

The activities and milestones for this project, detailed in the figure below, are intended to be both specific and actionable, and to enable Harmony to achieve its project objectives (*note that major activities are *italicized* and milestones are **bolded**).

Major activities and milestones	Timing
Grant Management	
1. Finalize project budget with key stakeholders	Sept '20

2. Submit ongoing grant requirements to the DOE	Per grant rqts
3. Build and launch communications plan to build stakeholder awareness, understanding, and buy in for PD	Sept '20 - end
Component 1: Ongoing PD for principals and ILT	
<i>1. Establish clear role descriptions and expectations</i>	
A. Define and codify responsibilities in clear role descriptions	Sept - Oct '20
B. Determine requisite role-based competencies/ qualifications	Sept - Oct '20
<i>2. Develop PD scope and sequence aligned to role descriptions</i>	
A. Identify and contract with credible, mission aligned third party to design and implement PD	Sept '20
B. In collaboration with third party, identify critical learning needs by cross-walking performance against defined role descriptions	Oct '20
C. In collaboration with third party, develop PD scope and sequence tailored to most critical learning needs	Nov - Dec '20
D. Launch PD scope and sequence and track effectiveness; adjust as needed	Jan '21 - end
<i>3. Develop and scale mentorship and coaching programs</i>	
A. Assess effectiveness of principal program pilot; refine programming as needed and align with financial incentives	Sept - Dec '20
B. Scale principal program	Jan - Aug '21
C. Build mentorship and coaching program for remainder of ILT, informed by principal program findings	Jan - Aug '21

D. Launch ILT program; assess effectiveness and refine	Sept '21 - end
Component 2: Strengthen leader evaluation system	
<i>1. Develop clear performance metrics aligned to role descriptions</i>	Sept '20
<i>2. Design system for performance measurement (i.e., regular cadence of observations and feedback as well as clear rubric, aligned to performance metrics and PD, to guide evaluations)</i>	Sept '20
<i>3. Acquire or build software/ technology to track and analyze performance measurement over time</i>	Oct - Dec '20
<i>4. Build and launch training for staff on purpose and use of evaluation system</i>	Oct - Dec '20
5. Launch preliminary system; assess effectiveness and refine as needed	Jan '21 - end
Component 3: Establish system to match leaders with high-need schools	
<i>1. Define thresholds for leader and school performance to be eligible for match recommendation</i>	Oct - Dec '20
<i>2. Acquire or build software/ technology to assess performance data, create "skills profiles" and recommend matches</i>	Jan - June '21
3. Once reliable data is available from evaluation system (dependent on Component 2.5), begin to propose matches	June '21 - end
<i>4. Assess effectiveness of implementation; refine as needed</i>	June '21 - end
Component 4: Financial incentives for leaders in high need schools	
<i>1. Define/ communicate performance thresholds for bonus</i>	Sept '20 - end

2. Once reliable data is available from evaluation system (dependent on Component 2.6), begin to deliver bonuses	Jan '21 - end
3. Assess effectiveness of implementation; refine as needed	Jan '21 - end
4. Pursue additional revenue streams to sustain incentive in future	Sept '20 - end
Component 5: Coordinate COPs	
1. Develop scope and sequence for COP learning (i.e., schedule of topics to be covered with supporting materials)	Jan - Feb '21
2. Circulate opportunity among mission-aligned school leaders and build participant list	Feb - June '21
3. Launch COP; assess effectiveness and refine as needed	July '21 - end

Adequacy of Resources

Likelihood that the proposed project will result in system change or improvement

As it has successfully grown to 58 schools over the last 20 years, Harmony has embedded the capacity to scale new initiatives within its organizational DNA. Because TILT builds on previous investments in curriculum, human capital, and data management systems, many conditions for system-wide implementation are already in place. Sustainable, meaningful implementation and change will be supported by:

- A codified approach to developing, piloting, and rolling out projects across the system (developed through RTT-D and EIR);

- Organizational commitment to continuous improvement—with a data-driven culture and feedback loops embedded in existing processes and protocols—enabled by a variety of customizable dashboards (developed through RTT-D);
- Long-standing partnerships with research institutions, including CTAC, to measure quality of programming;
- Seasoned staff with proven track record of designing and managing high-impact programs across the Harmony network—including through grant-funded initiatives such as RTT-D, EIR, and TIF; and
- Dedicated resources for research, evaluation, and best practice sharing:
 - 1) a full-time research scientist, Dr. Alpaslan Sahin, who actively publishes in peer-reviewed journals, presents at national conferences, and authors books about the Harmony STEM evidence base; and
 - 2) an established Innovation Department, which disseminates successful Harmony practices to public schools throughout the country. For example, Harmony’s STEM curriculum developed through RTT-D is currently used by more than 10,000 students across 10 districts in 8 states—with plans to scale further—and Harmony’s STEM curriculum leaders have provided on-demand PD sessions to districts such as San Elizario and Fabens.

Project will build local capacity to provide, improve, or expand services

Harmony’s comprehensive plan to improve student outcomes and close achievement gaps depends on every educator across each of the 58 campuses to operate with instructional excellence. To accomplish this, Harmony will create a leadership structure that does not depend on a single individual, but rather facilitates

teams to work together to sustainably build local capacity (i.e., capacity of teachers and other staff in Harmony schools):¹⁹

- Principals create conditions where expertise is shared across the school and where educators work individually and collectively to improve outcomes
- Leader residents promote sustainability by 1) bringing additional on-the-ground capacity to campuses and 2) serving as a pipeline of instructionally proficient school leaders to enter the matching system (see page 17)
- Assistant principals and teacher leaders support high-quality instruction by providing content- and grade-specific coaching and evaluation

To ensure that PD offered through TILT is high-impact, Harmony will contract with a proven, credible third party provider to develop and launch the PD component. The third party will lead implementation over the grant period to ensure fidelity of delivery and impact; they will also evaluate effectiveness and refine programming as needed, based on teacher feedback on school leaders. A sub-component of the PD scope and sequence will be a “train the trainer” module, which will build Harmony’s capacity to deliver school leader training beyond the grant period and budget. See page 38 for more.

Resources the applicant has to operate the project beyond the length of the grant

Harmony is committed to the lasting impact and success of this grant and has designed a financial and operational model to support sustainability. Harmony recognizes that the current environment, influenced by the COVID-19 public health

¹⁹ [Gates Foundation](#)

emergency, brings both financial and operational uncertainty; as such, Harmony has intentionally designed its plan to be flexible and to minimize risk:

Financial Sustainability:

The total budget for TILT is \$44,015,432. Of this, \$28,586,248 (65%) is requested from TSL; the remaining \$15,429,184, a 54% match, will come from Texas State sources that currently fund Harmony LEAs and be supplemented by philanthropy if needed; see section below. Harmony's budget identifies the investments in educator capacity, rewards, and technology required to execute TILT (see Budget Narrative).

Harmony's robust financial standing creates a strong foundation for TILT implementation. As open-enrollment public schools, Harmony LEAs derive the majority of their funding from the state and have historically enjoyed high per-pupil funding given high demand for enrollment. Harmony has also developed a lean financial system supported by strict fiscal management over time. Together, these factors have resulted in schools that are sustainable on the public dollar.

As with other major time-limited grants, Harmony will align its teacher and principal PD system with TILT objectives. It will utilize state funds to continue the program after TSL funds expire. Although Harmony expects some change to state funding following the COVID-19 crisis, the network is confident that its strong financial foundation—along with new funding opportunities outlined below—will enable it to withstand any potential uncertainty. The most recent Standard & Poor financial rating report confirmed Harmony's financial status as strong with a stable outlook.

With House Bill 3 (HB3) passed by the Texas state legislature in July 2019, Harmony has access to a new state revenue source to support TILT: the network

anticipates it will receive \$6-8M annually for the next five years via HB3's Teacher Incentive Allotment (TIA) to fund the PBCS. Regulations mandate that the majority (90%) of HB3 TIA funds support teacher compensation and so will be used by Harmony to support bonuses for members of the ILT who are teachers. Up to 10% of HB3 TIA may be used to cover the cost of leader development and incentives, and Harmony will use this portion to fund a portion of TILT.

Second, although philanthropy has historically contributed very little to Harmony's financial base (by design), the network has newly established a Development Department (see page 11). Funds raised via the department will support special initiatives and more equitable budgeting across regions (whose per-pupil funding formulas vary by geography); they will also supplement public funding sources during the crisis if needed. Harmony has already secured \$1.8M funding from individual donors and regional philanthropy, including the KLE Foundation, the Brown Foundation, Good Reason, and Fort Worth Education Partners.

Operational Sustainability

Harmony has a thoughtful organizational structure with clear roles, responsibilities, and decision rights across Central Office, District Offices, and campuses (see page 29), as well as within schools (see page 35). This supports model fidelity across all 58 schools. The structure also gives Harmony sufficient flexibility and capacity to weather uncertain operating conditions (like the COVID-19 crisis).

Harmony has designed this project to have sustainability mechanisms that will support long-term implementation and guide change management in the grant period:

- To build awareness, understanding, and buy-in for the plan, Harmony sought stakeholder input from the start of this process. Stakeholder engagement to-date has included a survey of 2,000 staff, 7,000 parents, and 3,000 students; 55+ focus groups with staff, students, and parents; interviews with school leaders; and visits to a quarter of all campuses to observe curriculum and instruction. Feedback informed development of the strategic plan and the identified opportunities for improvement in the HCMS. Harmony continues to deliver on a robust communications plan to keep all stakeholders informed of progress—including the design of this project.
- Harmony will adopt a “train the trainer” approach (page 35) to pass on TILT PD learnings to future leaders; this will foster more pervasive, long-term implementation that does not require major year-over-year investment of dollars. The network successfully leveraged a similar approach to PD in its RTT-D program.
- All school leaders will receive personalized support via mentorship (see page 16). To ensure quality, Harmony will develop formal expectations for mentorship roles and outcomes, including an accountability system and stipends to compensate mentors. Harmony has already begun to design this system and has piloted it with a small group of principals; it will be scaled through the TSL project.
- Harmony will leverage its principal residency program (see Appendix D2) to ensure a sufficient pipeline to address any campus staffing needs created by the new matching system (see page 17). Principal residents are trained on-the-ground in Harmony schools; as members of the ILT, they will strengthen their instructional expertise through this program and be well-equipped to take on leadership of a new

campus, should a vacancy arise when a more seasoned, proven leader is matched with a high-need school.

Reference to Statutory Application Requirements

- 1) Description of the PBCS or HCMS that the eligible entity proposes to develop, implement, improve, or expand through the grant.....pg. 9-10, 15-19
- 2) Description of the most significant gaps or insufficiencies in student access to effective educators in High-Need Schools, including gaps or inequities in how effective educators are distributed across the LEApg. 5-9
- 3) A description and evidence of the support and commitment from educators, which may include charter School Leaders, in the school, the community, and the LEA to the activities proposed under the grant.....pg. 37-38, Appendix C
- 4) A description of how the eligible entity will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate educator performance, under the system that is based in part on measures of student academic achievement, including the baseline performancepg. 15-26
- 5) A description of the LEAs or schools to be served, including student academic achievement, demographic, and socioeconomic information.....pg. 1, 3-4, Appendix D1
- 6) A description of the effectiveness of educators in the LEA and the schools to be served under the grant and the extent to which the system will increase the effectiveness of educators in such schools.....pg. 5-9, 11-14
- 7) A description of how the eligible entity will use grant funds in each year of the grant, including a timeline for implementation of such activities...pg. 30-33, Budget Narrative

- 8) A description of how the eligible entity will continue the activities assisted under the grant after the grant period ends.....pg. 29-30, 33-35, 37-38
- 9) A description of the State, local, or other public or private funds that will be used to supplement the grant, including funds under Title II, part A of the ESEA, and sustain the activities assisted under the grant after the end of the period.....pg. 36-37
- 10) A description of the rationale for the project; how the proposed activities are Evidence-Based; and, if applicable, the prior experience of the eligible entity in developing and implementing such activities; and 11) A description of how grant activities will be evaluated, monitored, and publicly reported..... pg.11-15