

# Harmony Supporting Top Educators Program (H-STEP) Year Four Evaluation Report

February 2021



Prepared for:



## About CTAC:

The Community Training and Assistance Center is a national not-for-profit organization with a demonstrated record of success in the fields of education and community development. CTAC builds district, state, and community capacity by providing technical assistance, conducting research and evaluation, and informing public policy. It focuses on developing leadership, planning and managerial expertise within school systems, community-based organizations, collaborative partnerships, state and municipal governments, and health and human service agencies. Since 1979, CTAC has provided assistance to hundreds of public institutions, community-based organizations, and coalitions in the United States and several other countries.

CTAC's staff is comprised of nationally recognized executives, educators, policy makers, researchers and organizers who have extensive experience working with city, county and state agencies, educational institutions, federal legislative bodies, not-for-profit organizations, philanthropic institutions and the private sector.

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## I. EXECUTIVE SUMMARY

Funded by a five-year, \$26.7 million grant from the U.S. Department of Education's Teacher Incentive Fund (TIF), the Harmony Supporting Top Educators Program (H-STEP) initiative is a comprehensive effort to reshape the human capital management system (HCMS) at Harmony Public Schools (HPS). The premise underlying H-STEP is that by supporting, developing, retaining, and rewarding effective educators, HPS will improve student outcomes across the network. H-STEP has four key levers to drive system-wide change:

- Lever 1: Deepening and differentiating professional development for teachers;
- Lever 2: Deepening and differentiating professional development for administrators;
- Lever 3: Developing more consistency in career pathways across the district;
- Lever 4: Rewarding teaching and leading with financial incentives.

Building on our previous reports, this Year Four report provides updated information about how H-STEP is perceived and the extent to which the initiative is achieving its goals after four years of implementation. We focus on developments in 2019-20, and examine and note trends in the data.

The following questions guided this report:

- How was H-STEP implemented in 2019-20?
- How have educators' perceptions of H-STEP evolved from 2016-17 to 2019-20?
- How was H-STEP impacted by COVID-19 and the transition to online learning?
- What has been the impact of H-STEP on student achievement?
- What has been the impact of H-STEP on educator performance and retention?
- What additional support from H-STEP would be useful to educators, especially given the impact of COVID-19?

CTAC collected and analyzed four types of data:

- Perceptual data from interviews, focus groups, and surveys;
- Educator data including teacher and administrator evaluations, recruitment and retention, financial incentive payouts, and micro-credential completion;
- Student achievement and mobility data; and
- Artifacts of program implementation.

## Findings

### *Project Implementation and Overall Perceptions*

- HPS took significant strides to further its micro-credentialing program and refine its performance-based compensation system.
- Communication regarding H-STEP is continuously improving.
- District administrators and principals are increasingly more confident in their understanding of H-STEP's purpose.
- Principals and teachers have highly positive perceptions of the conditions and culture at their campuses. They indicate that H-STEP continues to contribute to improvement in reflection and conversations about teaching and learning.
- Interviewees indicate that H-STEP helps to improve classroom instruction.
- While COVID-19 is affecting H-STEP implementation and the Harmony community overall, HPS is responding effectively and adapting rapidly to the pandemic.
- Interviewees believe that Harmony's strength in technology enables the network to face the challenges of the pandemic and transition from in-school learning to online learning. Notably, teachers believe that they received needed support from their administrators both pre- and during the COVID-19 pandemic.

### *Project Levers 1 and 2: Professional Development*

- Across the years, perceptions of stakeholder groups continue to be highly positive on the quality, usefulness, and relevance of TIF-funded professional development offerings.
- Principals and teachers increasingly agree that the professional development offerings at their campuses are differentiated to address the specific needs of teachers.
- However, principals and teachers indicate that there is still a significant need for customized professional development. Teachers want greater flexibility in identifying and selecting high quality professional development offerings.
- Principals and teachers report that they require additional support in the areas of differentiating instructional strategies and using evaluation data to improve instruction.
- In light of the COVID-19 pandemic, principals and teachers underscore the need for professional development on how to provide effective online instruction and use technology platforms.

### *Project Lever 3: Career Pathways*

- Principals and teachers have increased understanding and clarity around career pathways. They believe they have greater autonomy than before in guiding their own professional and career development.
- The percentages of principals and teachers who see a connection between evaluation, professional development, and career pathways at their campuses continue to increase.

- In 2019-20, a total of 270 educators in Harmony earned 612 micro-credentials.
- There are initial signs of micro-credentials having a positive impact on teacher instruction and administrator practices.
- The rationale and expectations for completing micro-credentials needs more clarity. Teachers need to see more evidence of the relationship between micro-credentials and improved instructional practice.

#### *Project Lever 4: Financial Incentives*

- In 2019-20, Harmony distributed 847 TIF-funded performance bonuses to H-STEP campus level educators for a total of \$972,225. Due to COVID-19, both the number of bonuses and the average dollar amount of bonuses decreased across the performance bonus types.
- Relative to the previous years, the number of bonuses in 2019-20 is comparable for principals but decreases for teachers. The average dollar amount of the performance bonuses earned by principals and teachers decreased markedly for both groups.
- Overall, principals and teachers are highly positive about the concepts underpinning Harmony's performance-based compensation system.
- Many educators agree that performance-based compensation is an effective incentive which encourages principals and teachers to reach their professional goals and supports the recruitment and retention of campus leaders and teachers.

#### *Student Outcomes*

- From 2015-16 to 2019-20, the difference in MAP scale scores between TIF campuses and Non-TIF campuses has narrowed in almost all grade levels across tested subjects. The decrease in difference is largely due to the relatively flat growth on TIF campuses and a decline in scores on Non-TIF campuses.
- In 2019-20, the MAP scale scores for students on TIF campuses in Grades 7 and above exceed the 2020 national norms across tested subjects (except for Grade 7 Language). From Grades K-7, TIF campuses perform close to the national norms, except for on Science.
- Students attending Non-TIF campuses routinely outperform the national norms on MAP assessments from the earliest tested grades.
- Harmony students on both TIF and Non-TIF campuses continue to outperform the national norms at all grade levels on the MAP Science assessment.
- Students enrolled at HPS from 2015-16 to 2019-20 for five consecutive years are—on average—lower achieving in 2015-16 but higher achieving after sustained exposure to the HPS model when compared to all students in corresponding grades.
- Students on TIF campuses exhibit as much in-year growth on the MAP assessment as their peers on Non-TIF campuses in 2019-20. The in-year growth, however, varies among racial and ethnic groups, resulting in a widening of performance gaps.

- A similar percentage of students on TIF campuses and Non-TIF campuses met their fall to winter MAP growth targets in both Reading and Math in 2019-20, although the MAP growth target attainment also varies among racial and ethnic groups.
- Consistent with the findings from the student achievement data, HPS educators recognize variations in student achievement within and across the campuses. Compared to 2018-19, both principals and teachers are more positive that H-STEP contributes to improvement in student achievement and reductions in student achievement gaps.

### *Educator Outcomes*

- In 2019-20, the average evaluative rating for teachers on TIF campuses is higher than for teachers on Non-TIF campuses and the difference is statistically significant. The ratings for teachers on TIF campuses continue to improve on each of the five indicators over the years.
- Most HPS principals and assistant principals are rated Proficient or above on their evaluations from 2017-18 to 2019-20. The overall evaluation ratings for principals and assistant principals improve notably in 2019-20.
- Both TIF and Non-TIF campuses retain a higher percentage of their teachers and principals in 2019-20 than in previous years of the grant. The percentage of retained teachers on TIF campuses who are rated Highly Effective or Effective rises to the highest level since H-STEP's inception.
- There are early signs of V-shaped changes in principals' perceptions of H-STEP's impact on educator recruitment and retention with 2019-20 reflecting a significant increase from the previous two years.
- Teachers' perceptions of H-STEP's impact on educator recruitment and retention are largely flat for the first three years, and are much more positive in 2019-20.
- Harmony educators believe professional development opportunities, support from coaches, and financial incentives all motivate teachers and principals to come to and stay at Harmony.

### Implications and Next Steps

Through the H-STEP initiative and its four levers, HPS is enhancing student learning and contributing to system-wide improvement in supporting, developing, retaining, and rewarding effective educators. During the fourth year of implementation, H-STEP continues to be highly regarded by HPS educators, both before and during the COVID-19 pandemic.

Within this context, the following issues and recommendations aim at helping HPS to make targeted refinements to H-STEP in its final year of implementation.

### *Issue One: Educator Recruitment and Retention*

- Convene a Recruitment and Retention Roundtable.

### *Issue Two: Instruction and Instructional Leadership*

- Establish an Accelerated Learning Forum.
- Create inter-campus professional learning communities to allow for more customized and differentiated professional development.

### *Issue Three: Micro-Credentials Process and Rationale*

- Review the process and provide additional guidance for completing micro-credentials.
- Leverage the potential of principals and teacher leaders to recommend micro-credentials and support teachers.

### *Issue Four: Student Retention*

- Examine the differential effects of COVID-19 on student retention.

## Summary

In 2019-20, Harmony continues to improve and expand its implementation of the H-STEP initiative. HPS furthered its micro-credentialing program, refined its performance-based compensation system, and strengthened its communication efforts. Educators across the network indicate that H-STEP is having a positive impact on educator recruitment and retention, professional development and career pathways, and classroom instruction. Despite the challenges presented by the COVID-19 pandemic, Harmony responded effectively and adapted rapidly to make the transition from in-school learning to online learning.

As Harmony looks to the year ahead, it can continue to build on the lessons and successes of H-STEP thus far. Harmony can further strengthen educator recruitment and retention by considering additional structures and incentives. Through Accelerated Learning Forums and differentiated professional development, Harmony can help educators address student learning loss issues. In addition, to deepen the impact of the micro-credentialing program, Harmony should ensure educators have adequate information and supports to understand and complete the process. As Harmony faces the continued effects of the COVID-19 pandemic, it can examine the specific ways the pandemic influenced student retention and hone its strategies to reconnect students to the network. In taking these measures, Harmony can ready itself to meet the needs of all students in the coming school year.



## II. OVERVIEW AND METHODOLOGY

### A. Overview

Funded by a five-year, \$26.7 million grant from the U.S. Department of Education’s Teacher Incentive Fund (TIF), the Harmony Supporting Top Educators Program (H-STEP) initiative is a comprehensive effort to reshape the human capital management system (HCMS) at Harmony Public Schools (HPS). The premise underlying H-STEP is that by supporting, developing, retaining, and rewarding effective educators, HPS will improve student outcomes across the network. H-STEP has four key levers to drive system-wide change:

- Lever 1: Deepening and differentiating professional development for teachers;
- Lever 2: Deepening and differentiating professional development for administrators;
- Lever 3: Developing more consistency in career pathways across the district;
- Lever 4: Rewarding teaching and leading with financial incentives.<sup>1</sup>

In the 2019-20 school year, the HPS network consisted of 57 campuses across seven districts. It included 39 TIF schools, all of which were designated in Harmony’s 2016 TIF grant application, and 18 Non-TIF schools.

Table 1 presents the student demographics in 2019-20. Relative to their peers attending Non-TIF campuses, TIF campus students are more likely to be English Learners (EL), Hispanic, and classified as economically disadvantaged.

Table 1. HPS Student Demographics, 2019-20

	TIF	Non-TIF
Female	48.5%	49.6%
Gifted and Talented	11.4%	13.7%
English Learner	32.7%	26.2%
Ethnicity		
White	9.7%	15.1%
Asian	8.5%	19.0%
Black	18.3%	22.9%
Hispanic	61.5%	40.0%
Other	1.9%	3.1%
Economically Disadvantaged		
Free Lunch	60.6%	46.5%
Reduced Lunch	8.8%	8.5%
Total Free or Reduced Lunch	69.4%	55.0%

Note: Due to rounding, percentages may not always appear to add up to 100%.

<sup>1</sup> In this report, the terms “TIF” and “H-STEP” are used interchangeably to reference work resulting from the TIF grant award.

## B. Methodology

To assess the ongoing implementation and impact of H-STEP, CTAC conducted analyses using qualitative and quantitative data from a range of sources, including (a) interviews and focus groups with teachers, administrators, parents, and students; (b) survey responses from teachers, administrators, and parents; (c) teacher, principal, and assistant principal evaluation ratings; (d) teacher and principal recruitment and retention data; (e) financial incentive payout data; (f) micro-credentialing data; (g) student achievement and mobility data; and (h) artifacts.

The following questions guided this report:

- How was H-STEP implemented in 2019-20?
- How have educators' perceptions of H-STEP evolved from 2016-17 to 2019-20?
- How was H-STEP impacted by COVID-19 and the transition to online learning?
- What has been the impact of H-STEP on student achievement?
- What has been the impact of H-STEP on educator performance and retention?
- What additional support from H-STEP would be useful to educators, especially given the impact of COVID-19?

### *Data Collection*

#### **Interviews and Focus Groups**

CTAC conducted confidential, virtual interviews and focus groups in May 2020 with 147 stakeholders at the central office, district, and campus levels (see Table 2). The interviewees included 35 central office and district administrators, 95 stakeholders on H-STEP campuses (i.e., eight principals, 12 deans of academics, 48 teachers, 12 parents, and 15 students), and 17 educators on Non H-STEP campuses (i.e., one principal, three deans of academics, and 13 teachers).

Table 2. Interview and Focus Group Participants, 2019-20

	Central / District Offices	H-STEP Campuses	Non H-STEP Campuses
Central Office Administrators	16	N/A	N/A
District Superintendents	2	N/A	N/A
Area Coordinators	6	N/A	N/A
Instructional Coaches	11	N/A	N/A
Principals	N/A	8	1
Deans of Academics	N/A	12	3
Teachers	N/A	48	13
Parents	N/A	12	0
Students	N/A	15	0
<b>Total (n = 147)</b>	<b>35</b>	<b>95</b>	<b>17</b>

CTAC used semi-structured interview and focus group protocols developed in collaboration with HPS to examine stakeholder perceptions of H-STEP implementation and impact. Each interview was approximately one hour long, and each focus group was approximately 90 minutes long. CTAC utilized thematic analysis techniques to identify common themes and key issues that arose in these discussions.

In the discussions of the interview and focus group findings that follow, CTAC grouped the respondents to protect the identity of individual participants. We have grouped district superintendents, area coordinators, and instructional coaches together throughout the report as “district administrators.” Similarly, we refer to all principals and deans of academics as “principals.” Unless otherwise noted, the quotes for principals and teachers are from principals and teachers on H-STEP campuses.

## Surveys

CTAC examined data from three types of surveys: (1) an H-STEP survey that solicits input from central office administrators, district administrators, and educators on both H-STEP and Non H-STEP campuses; (2) a Professional Development Feedback Survey collected at the close of all professional development sessions funded wholly or partially through H-STEP; and (3) School Climate Surveys distributed to educators and parents by HPS.

*H-STEP Survey.* The 2019-20 H-STEP survey was functionally identical to the 2018-19 H-STEP survey in terms of structure and content. Based on role and campus affiliation, the survey used a branching function to direct respondents to three sets of questions for (1) H-STEP educators; (2) Non H-STEP educators; and (3) central office and district administrators.

At Harmony’s request, the 2019-20 H-STEP survey included two new open-ended questions related to COVID-19 as follows. The first question was available to all respondents and the second solicited responses exclusively from educators on H-STEP campuses.

1. How, if at all, has the impact of COVID-19 shaped your thinking on how HPS should approach professional development, career pathways, and financial incentives?
2. How are you professionally impacted by the COVID-19 virus (e.g., instruction, leadership, career development)? What additional support from H-STEP, in terms of professional development, career pathways, and financial incentives would be useful to you, especially given the impact of the COVID-19 virus?

The survey was launched on April 27, 2020, and closed on May 23, 2020. Both the number of survey respondents (i.e., 2,949 respondents) and the overall survey response rate (i.e., 95.6%) reached four-year highs in 2020 (see Table 3). More than nine out of 10 principals (i.e., 91.4%) and classroom teachers (i.e., 92.8%) in HPS responded to the survey. At the campus level, 96.1% of educators on H-STEP campuses and 97.5% of educators on Non H-STEP campuses participated.

Table 3. H-STEP Survey Response Rates

	2016-17	2017-18	2018-19	2019-20
By Primary Position				
Central Office Administrators	N/A	50.5%	76.6%	80.0%
District Administrators	N/A	56.4%	100.0%	73.5%
Principals	100.0%	100.0%	100.0%	91.4%
Assistant principals	99.1%	86.9%	86.8%	87.1%
Other campus administrators (e.g., operation manager, counselor, testing coordinator)	89.2%	100.0%	100.0%	100.0%
Classroom teachers	82.6%	84.1%	90.6%	92.8%
Non-classroom teachers (e.g., interventionists, reading specialists)	100.0%	100.0%	100.0%	100.0%
Special programs educators (e.g., ESL/SPED/GT coordinators and teachers)	89.0%	71.2%	73.5%	69.2%
By H-STEP Campus Status				
H-STEP Campuses	87.6%	84.9%	94.0%	96.1%
Non H-STEP Campuses	N/A	87.9%	92.7%	97.5%
<b>HPS System Overall</b>	<b>87.6%</b>	<b>85.7%</b>	<b>94.2%</b>	<b>95.6%</b>

Note. N (2016-17) = 1,968. N (2017-18) = 2,627. N (2018-19) = 2,836. N (2019-20) = 2,949.

Table 4 shows that all 39 TIF campus principals responded to the survey. In addition, more than three-fifths of campus-level respondents are classroom teachers (i.e., 61.8% for H-STEP campuses and 64.9% for Non H-STEP campuses).

Table 4. Characteristics of Campus-Level Survey Respondents, 2019-20

	H-STEP Campuses		Non H-STEP Campuses	
	n	%	n	%
Principals	39	2.0%	14	1.6%
Assistant principals	81	4.1%	40	4.7%
Other campus administrators (e.g., operations manager, counselor, testing coordinator)	201	10.1%	83	9.7%
Classroom teachers	1,228	61.8%	554	64.9%
Non-classroom teachers (e.g., interventionists, reading specialists)	197	9.9%	63	7.4%
Special programs educators (e.g., ESL/SPED/GT coordinators and teachers)	228	11.5%	94	11.0%
No Response	13	0.7%	6	0.7%
<b>Total</b>	<b>1,987</b>	<b>100%</b>	<b>854</b>	<b>100%</b>

Note. N (Central Office Administrators) = 36; N (District Administrators) = 72. Due to rounding, percentages may not always appear to add up to 100%.

Figures 1-1 and 1-2 describe the experience levels of H-STEP principals and teachers who responded to the survey and reported their years of experience as a principal or a teacher.

Figure 1-1 shows that only one-fourth of teacher respondents have 0-3 years of experience in the classroom. By contrast, more than half (52%) of principal respondents have three or fewer years of experience as a principal (Figure 1-2).

Figure 1-1. Distribution of TIF Campus Teacher Respondents to 2019-20 H-STEP Survey by Years of Experience as a Teacher (N = 1,624)

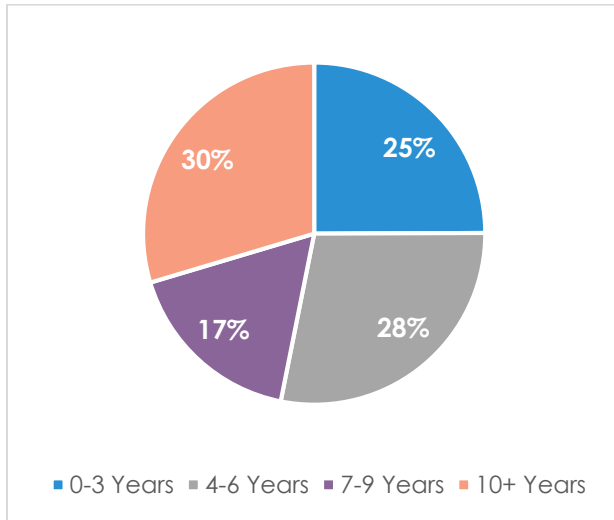
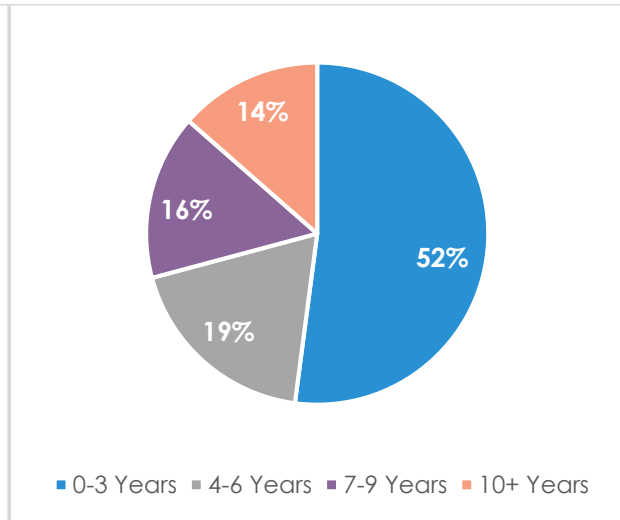


Figure 1-2. Distribution of TIF Campus Principal Respondents to 2019-20 H-STEP Survey by Years of Experience as a Principal (N = 96)



In the discussions of the survey responses that follow, unless otherwise noted, “principals” refer to principals and assistant principals, and “teachers” refer to classroom teachers, non-classroom teachers, and special programs educators.

The survey analyses included cross tabulations and figures to display the findings. CTAC conducted Mann-Whitney U tests to examine the statistical significance of the differences across groups or years. For the written comments, CTAC conducted thematic analyses to identify common themes and key issues across survey respondents.

This report focuses on the responses of principals and teachers on H-STEP campuses. The Appendix includes the responses of central office and district administrators (Table A), the perceptions of principals and teachers on Non H-STEP campuses (Table B), H-STEP principals’ and teachers’ responses by priority school status (Table C), and H-STEP teachers’ responses by district (Table D).

*Professional Development Feedback Surveys.* HPS offered 524 professional development sessions funded wholly or partially through the TIF grant from July 4th, 2019, to May 25th, 2020. Survey response data are available for 171 of these sessions. Responses focus on the quality, usefulness, and relevance of the professional development. In total, HPS collected 771 responses from 408 educators.

The 771 responses included five responses from central office administrators, 32 responses from district administrators, 478 responses from H-STEP campus educators (i.e., 31 from principals, 426 from teachers, and 21 from operational and support staff), and 256 responses from Non H-STEP campus educators (i.e., 23 from principals, 226 from teachers, and 7 from operational and support staff).

The 408 respondents included two central office administrators, 23 district administrators, 243 educators on H-STEP campuses (i.e., 26 principals, 207 teachers, and 10 operational and support staff), and 140 educators on Non H-STEP campuses (i.e., 17 principals, 117 teachers, and 6 operational and support staff).

*School Climate Surveys* CTAC reviewed the results of the School Climate Surveys that HPS administered to educators and parents in 2019-20. Due to the COVID-19 pandemic, HPS did not distribute the school climate survey to students.

### **Teacher, Principal, and Assistant Principal Evaluation Data**

CTAC analyzed teacher evaluation ratings from the past six years. Data included evaluation scores aligned to the Harmony Teacher Evaluation and Support System (H-TESS) rubric for 145 teachers in 2014-15; 1,634 teachers in 2015-16; 2,059 teachers in 2016-17; 2,309 teachers in 2017-18; 2,374 teachers in 2018-19; and 2,404 in 2019-20. CTAC also analyzed principal evaluation ratings from the past five years and assistant principal evaluation ratings from the past three years.

### **Staff Recruitment and Retention Data**

CTAC reviewed recruitment and retention data from the past four years to determine the effect of H-STEP on the composition of Harmony's educator workforce. CTAC analyzed the educational qualifications, professional credentials, and experience levels of job applicants and hires. We also examined staff retention data by professional role, evaluation rating, and TIF campus status.

### **Financial Incentive Payout Data**

CTAC reviewed the 847 TIF-funded performance bonuses awarded to H-STEP campus level educators in 2019-20. We also analyzed perceptual data from surveys, interviews, and focus groups to determine how educators, parents, and students view Harmony's performance-based compensation system as it continues to evolve.

### **Micro-Credentialing Data**

In 2019-20, 270 HPS educators earned a total of 612 micro-credentials. CTAC conducted independent samples t-tests to compare (a) the number of micro-credentials earned by educators on TIF and Non-TIF campuses; and (b) the number of attempts that were required for educators on TIF and Non-TIF campuses to earn micro-credentials.

## **Student Achievement Data**

To assess the impact of the H-STEP initiative on student achievement, CTAC reviewed the student achievement of TIF and Non-TIF campuses on NWEA Measures of Academic Progress (MAP) assessments from the most recent five years. NWEA MAP is a nationally normed, computer-adaptive assessment that HPS administers semi-annually, first as a diagnostic instrument and later as a formative instrument to measure progress toward mastery over the course of the year.

CTAC explored trends in NWEA MAP proficiency and growth data, the latter of which has particular salience within the context of H-STEP given its bearing on teacher eligibility for financial incentives. CTAC also examined the responses from surveys and interviews in connection with student achievement for a deeper understanding of the issues driving student achievement. In addition, CTAC analyzed in-year growth and year-to-year changes in student achievement.

## **Student Demographic and Mobility Data**

CTAC reviewed student demographics at TIF and Non-TIF campuses and analyzed mobility across the HPS network to determine the extent to which Harmony schools are retaining their students.

## **Artifacts**

CTAC reviewed artifacts related to the implementation of the H-STEP initiative and to modifications made to key elements of HPS's approach on account of COVID-19. Relevant 2019-20 documentation fell within four broad categories: (1) micro-credentials and career pathways; (2) performance-based compensation; (3) educator development; and (4) H-STEP communication.

## *Limitations*

COVID-19 caused the cancellation of State of Texas Assessments of Academic Readiness (STAAR) and STAAR End-of-Course exams in 2019-20. Accordingly, unlike in prior years, the section of this report devoted to H-STEP's impact on student learning outcomes includes neither a descriptive comparative analysis of data from those assessments nor a quasi-experimental analysis of student outcomes using a propensity score matching methodology.

## Report Structure

The remainder of this report is organized as follows. In Chapter III, we review the specific steps that HPS took to implement H-STEP in 2019-20 and explore the overall perceptions of key stakeholders regarding the implementation and impact of H-STEP. In Chapters IV-VI, we focus on the project's four levers. Next, we analyze the impact of H-STEP on student outcomes (Chapter VII) and educator outcomes (Chapter VIII). We conclude by summarizing our findings, discussing implications from the evidence gathered, and offering recommendations for improvement to support Harmony's ongoing efforts to strengthen the quality of teaching and learning across its campuses (Chapter IX). The Appendix follows.

### III. PROJECT IMPLEMENTATION AND OVERALL PERCEPTIONS

#### A. Efforts in 2019-20

Whereas HPS used 2016-17 primarily for planning and design purposes, 2019-20 represented the third year of full H-STEP implementation. In the spirit of reflection and continuous improvement that has been evident throughout the grant period, **HPS furthered its micro-credentialing program and refined its performance-based compensation (PBC) system at the outset of the 2019-20 school year.** The onset of COVID-19 prompted a sudden transition to online learning in March. Accordingly, HPS made additional responsive modifications to those two components of the H-STEP initiative toward the end of the school year. This section summarizes pertinent implementation efforts in 2019-20 and distinguishes between those that took place at the start of the school year and those that went into effect following the pandemic's outbreak.

#### *Micro-Credentials*

**During 2019-20, HPS took significant strides in using micro-credentials to support educator development across the network and to gauge an educator's readiness for leadership positions.**

Micro-credentials are digital badges educators earn by demonstrating mastery of a specific competency. To earn a micro-credential, Harmony educators move through online coursework which requires them to apply their learnings in their practice, collect portfolios of evidence, and demonstrate their competence. Harmony's micro-credentialing partner, BloomBoard, grades the micro-credential submissions against a rubric fashioned in consultation with HPS. Educators who earn badges for successful submissions receive \$200 stipends and public recognition from campus and central office administrators.

When the micro-credentialing program formally launched in 2018-19, HPS made an intentional effort to communicate that badges would be a material factor in determining eligibility for available leadership positions. HPS reaffirmed this policy in 2019-20. It informed educators that those who had completed one or more micro-credential would "have strong preference when seeking promotions or new positions within Harmony."<sup>2</sup>

In terms of background, Harmony partnered with BloomBoard in 2018-19 to design micro-credentials aligned with five distinct roles. These are Professional Learning Community Leaders, Mentor Teachers, Curriculum Writers, System Course Leaders, and Induction Teachers. For the 2019-20 school year, HPS created role cards for 12 additional positions: Non-Tested Teachers, ESL Specialists, Special Education Teachers, Gifted & Talented Teachers, Instructional Coaches, Department Chairs, Interventionists, Gifted & Talented Coordinators, College Counselors, Assistant Principals, Pre-Service Principals, and Principals. The role cards specify the competencies aligned with each position.

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<sup>2</sup> Harmony Micro-credential Initiative FAQ, Updated 8/26/2019, p. 3.



By publicizing the competencies aligned with these positions, HPS believes educators will understand how skills honed in the classroom are further specialized within leadership positions. In addition, Harmony expanded access in 2019-20 to micro-credential offerings by creating “aspiring” programs for educators to signal their interest in progressing along a specific career pathway. Harmony also convened a community of practice composed of leaders attempting to increase micro-credential engagement on their respective campuses.

The onset of COVID-19 affected implementation of the micro-credentialing program in two distinct ways. First, as many submissions require educators to upload video artifacts of classroom-level practice, earning certain badges became considerably more difficult after the transition to remote teaching and learning. Second, in response to an immediate need for educators to develop their skills in using technological tools, HPS created a Distance Learning Program in March, 2020. This program included six micro-credentials that did not require educators to provide video artifacts. These were: Communicating Expectations with Students and Stakeholders Using G Suite, Engaging Student Learning through a Group Project Using G Suite, Improving Student Understanding with Feedback Using G Suite, Understanding and Sharing Student Growth Using G Suite, Collaboration to Support Student Learning in a Digital Learning Environment, and Communication to Support Student Learning in a Digital Learning Environment. Educators who completed the four badges aligned with G Suite for Education also earned Google’s Educator Level 1 Certification.

Additional information about micro-credentials is available in Chapter V.

### *Performance-Based Compensation*

HPS shifted in 2018-19 away from a binary system of bonuses in which an educator either did or did not qualify for a bonus based on meeting a single target. Instead, it moved to a tiered system that provides differentiated levels of pay based on the percentages of students who satisfy established growth targets. **HPS continued to refine its PBC system in 2019-20.** Adjustments to the PBC system, which is tied to the TIF grant but applicable to all HPS schools regardless of TIF status, reflect an ongoing effort to broaden access to financial incentives to educators who serve in various capacities across the network.

Teachers in tested subjects at both TIF and Non-TIF campuses began the year eligible to earn bonuses based on student achievement and growth on their STAAR, EOC, and MAP assessments. To increase equitable access to bonuses, tested teachers assigned to multiple tested subjects or grade levels were assigned different goals for each STAAR test. For interventionists, instructional coaches, Special Education teachers and coordinators, ESL teachers and coordinators, and non-instructional educators (including operations managers, aides, coordinators, librarians, nurses, secretaries, and registrars), customized MAP and STAAR goals were assigned to suit their roles.

Harmony also established discrete bonus criteria for a range of positions. For non-tested teachers, they are tied to student growth on Student Learning Objective (SLO) submissions. For high school teachers, they are tied to college readiness goals for Math and ELA teachers as well

as to Advanced Placement and Project Lead the Way goals. For counselors, they are tied to college readiness goals and campus designations. For district personnel, they are tied to district-wide goals and campus-level fulfillment of goals for Priority and Focus Campuses. For campus administrators, they are tied to MAP and STAAR growth, teacher retention, and college readiness. For teachers who mentored students, the criteria are tied to year-long, interdisciplinary, Project-Based Learning efforts.

The cancellation of STAAR exams and the truncated teacher observation calendar compelled HPS to adjust its PBC system midway through the 2019-20 school year. In the absence of year-end assessment data on which to base accountability determinations, the Texas Education Agency (TEA) bestowed a "Not Rated: Declared State of Disaster" rating on all districts and campuses in 2020. Accordingly, HPS was unable to distribute Priority School Bonuses to campuses that showed improvement in at least one of the three domains (Student Achievement, Student Progress, or Closing the Gaps) on TEA's Accountability Report.

The cancellation of year-end assessments also precluded HPS from awarding bonuses tied to STAAR growth targets to teachers, administrators, and coordinators. Although a substantial proportion of tested teachers remained eligible to earn bonuses based on student MAP scores, those who lacked both STAAR/EOC and MAP data did not qualify for TIF incentives. The cancellation of EOC exams also prevented HPS from issuing Project Lead the Way bonuses, and the cancellation of SAT Practice and SAT School Day prevented high school lab teachers from earning college readiness bonuses based on those data.

Harmony's PBC system is rooted in both quantitative and qualitative measures. In order to qualify for bonuses, teachers must earn an average score of at least 2.0 on the H-TESS rubric during two formal classroom observations annually. When COVID-19 forced HPS schools into an online learning format, only 20% of the network's teachers had received two formal evaluations. Accordingly, HPS devised a system in which administrators could conduct H-TESS observations in one of three ways. Teachers could decide whether to have an administrator (a) observe a live or recorded lesson; (b) convert the feedback and scores from three completed walkthroughs into a full observation; or (c) share video from a class recorded prior to the closure to serve as either a walkthrough or a formal observation depending on its length. Formal observations completed pursuant to one of these three alternative methods were rated as either "Met Expectations" or "Did Not Meet Expectations." Teachers who received at least a 2.0 on their first observation and a "Met Expectations" on their second were deemed bonus eligible.<sup>3</sup>

To encourage campus administrators to avail themselves of supports designed to strengthen their observation skills, HPS instituted a policy in 2018-19 that required principals to observe each teacher at their campus at least once annually in order to qualify for bonuses. In light of the disruptions caused by the transition to virtual observations, HPS waived that requirement for principals in 2019-20.

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<sup>3</sup> In order to prevent certain educators from being deemed ineligible for a bonus prior to their online learning observation, teachers who either received less than a 2.0 on their first observation or who had yet to be observed in 2019-20 were eligible to be graded on the standard formal observation form rather than on the modified Virtual Class Observation Form.

With non-tested teachers needing to administer post-tests in order to complete their SLO submissions, HPS provided flexibility for teachers to decide whether to teach the remaining SLO content online or whether to adjust their SLOs to cover only the content already taught by mid-March.

### *Educator Development*

HPS took several other purposeful steps to fortify its human capital management system in 2019-20. **HPS continued to partner with a range of external experts to provide high-quality professional learning opportunities to its educators.** In 2019-20, trainings were provided across the network's districts by Teach Plus, the Instructional Coaching Group (Jim Knight), the Danielson Group, the Texas Center for Educator Excellence, ASCD, and Uncommon Schools (Teach Like a Champion).

Prior to 2019-20, training for campus administrators focused primarily on how they could best support instructional leaders to improve teaching and learning at their campuses. As part of the network redesign in 2019-20, however, HPS increased the number of instructional coaches, designated one instructional coach from each district as a "Coaching PLC" leader, and provided Instructional Coaching Group training around peer learning, using instructional playbooks, and implementing effective coaching cycles. Accordingly, **in addition to supporting instructional coaches, HPS provided professional development in 2019-20 for leaders on effective strategies for deploying coaches within a school.**

**HPS also continued to refine its use of observation and evaluation data.** Districts have aligned their professional development offerings to Harmony's evaluation components, and their Professional Learning Advisory Committees used teacher evaluation data to decide which professional learning sessions to offer.

### *Communication*

As was the case in 2018-19, HPS sent 20 H-STEP-related email blasts to network educators in 2019-20 (see Table 5). Forty-five percent of those emails (9 out of 20) addressed micro-credentials. These emails both contained pertinent information about all aspects of the initiative (including the Distance Learning Program that launched in March) and provided individual recognition to the educators across the network who had completed entire role cards and accumulated the most micro-credentials since the start of 2018-19.

Notably, **HPS implemented a process in 2019-20 that allowed campus and district leaders to schedule one-on-one consultation sessions with central office grant team members.** These conversations allow colleagues from different levels of the organization to collaborate on how best to leverage grant-related initiatives to achieve collective goals.

Table 5. H-STEP Email Analytics, 2019-20

Date	Topic	Number of Recipients	Open Rate	Click Rate
08/02/19	Professional Learning Communities	1,960	70.9%	0.1%
08/02/19	Leadership Professional Development (Observations)	326	81.6%	4.9%
08/05/19	Micro-Credentials	1,957	75.9%	2.0%
08/14/19	Jim Knight Training for Leaders	326	67.7%	13.9%
08/28/19	H-TESS Support for Leaders	330	66.4%	5.5%
09/17/19	H-TESS Observations/Bonuses	1,812	82.0%	11.9%
09/23/19	Micro-Credentials	1,998	63.6%	5.3%
09/30/19	SLOs	507	75.0%	7.2%
10/09/19	Micro-Credentials	1,667	62.1%	2.5%
10/23/19	Micro-Credentials	1,996	63.5%	2.1%
11/07/19	SLOs	505	71.9%	7.7%
11/13/19	PBC / Goal Setting	1,964	78.7%	16.7%
12/18/19	Micro-Credentials	1,897	66.3%	0.0%
02/20/20	H-STEP Evaluation Report	1,886	80.0%	7.7%
03/05/20	Micro-Credentials	1,545	60.9%	5.3%
04/23/20	Micro-Credentials	1,526	75.1%	9.4%
04/30/20	Micro-Credentials	1,846	72.1%	8.0%
05/04/20	SLOs	471	81.5%	8.5%
05/12/20	H-STEP Survey	1,843	71.1%	17.3%
05/27/20	Micro-Credentials	1,842	74.5%	2.4%

Note. The three emails that provided information about SLOs were sent exclusively to non-tested teachers. Three additional emails that provided information about training and support for leaders were sent exclusively to campus administrators.

## B. Overall Perceptions of H-STEP Implementation and Impact

### *Campus Conditions and Culture*

From 2016-17 to 2019-20, principals and teachers have highly positive perceptions of the conditions and culture at their campuses. As Figures 2-1 and 2-2 show, most principals and teachers agree that students are expected to meet high academic standards at their campuses (95-99% for principals and 84-90% for teachers across the years), and many parents concur.

*Principals and teachers have highly positive perceptions of the conditions and culture at their campuses.*

*They do have high expectations. They motivate them a lot. I have one daughter who struggles a little bit, but they motivate her to achieve and do her work. She responds to the motivation.*

-Parent

Figure 2-1. Principals' Perceptions of Campus Conditions and Culture

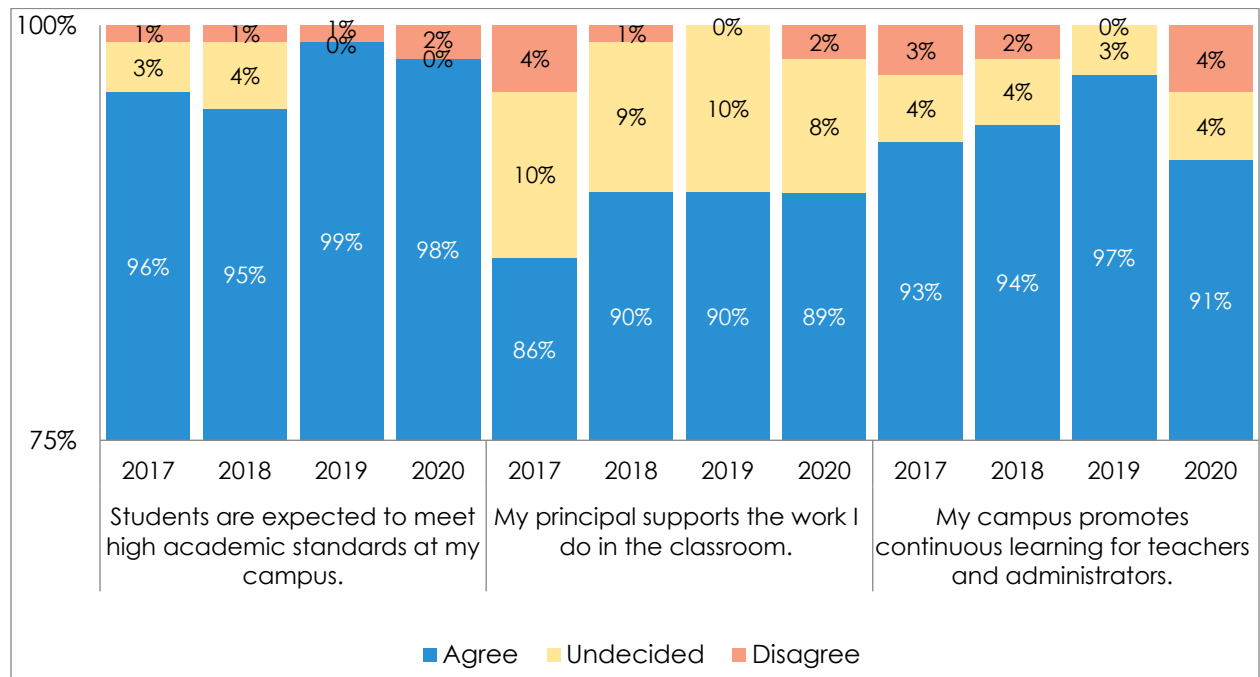
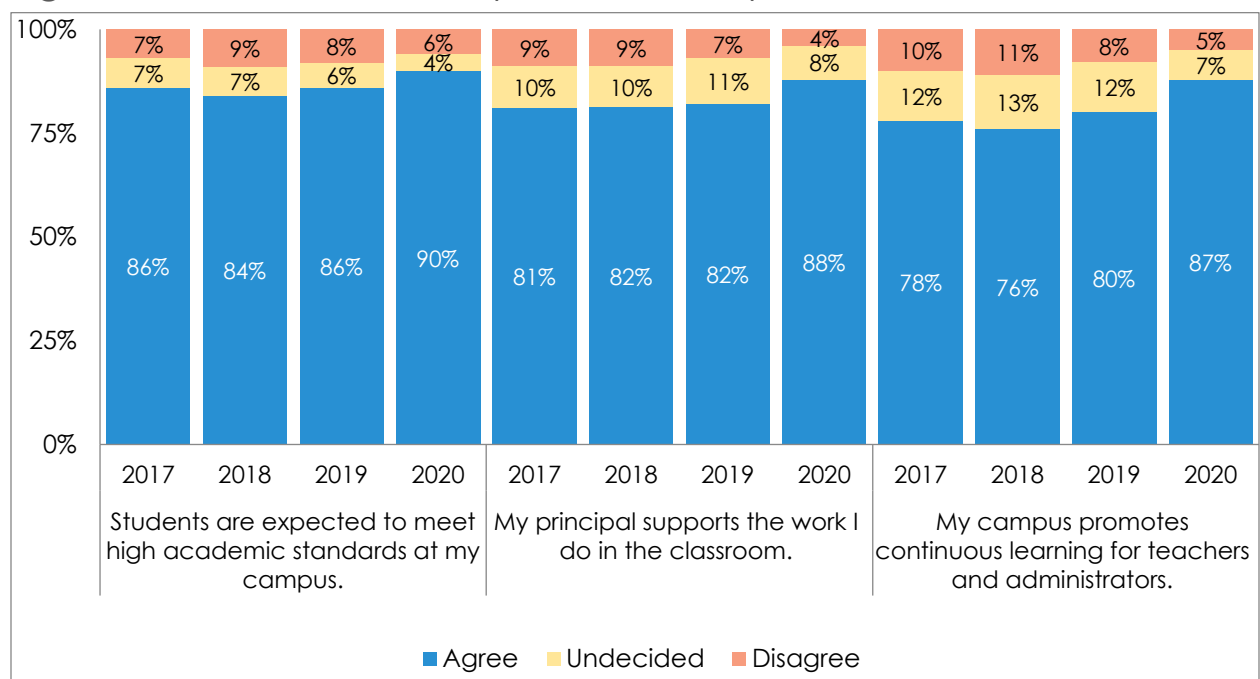


Figure 2-1 also indicates that principals believe they support their teachers (86-90% across the years), and their campuses promote continuous learning (91-97% across the years). As Figure 2-2 shows, teachers are in agreement with the principals, with the "Agree" responses reaching four-year highs in 2019-20 on these survey prompts (88% and 87%, respectively).

Figure 2-2. Teachers' Perceptions of Campus Conditions and Culture



In interviews, educators report that Harmony is successful in adapting to the state standards and aligning curriculum, standards, and assessments. They attribute the success to such factors as strong leadership, teacher involvement, and the focus on research and best practices.

*I think we're very successful. We have strong leaders who are competent in understanding standards, aligning them, and making them part of the daily learning for students. Overall, I think we're successful.*

-District Administrator

*Harmony researches innovative practices and we are always on the lookout for the next best thing to bring to our school. Our system works to keep us above state standards. Harmony is a place that is growing and evolving. Research on these things keeps us competitive and above what the state is requiring.*

-Principal

*I like the way we do curriculum; it's not a one-time curriculum and teachers have the opportunity to write curriculum and make changes based on the standards. It is a live curriculum and constantly changing based on feedback with different resources.*

-District Administrator

Harmony educators also highlight the value of using rich data to inform instruction and identify areas for improvement.

*I think Harmony has been doing a good job in terms of data analysis. With the grant, the data analysis has become a really big deal for Harmony. It got better and better every day.*

-Central Office Administrator

*Data is something we do very well. Sometimes it feels overwhelming because there is a lot of data. But at the end of the day, when you need to know something about your students, it's there.*

-Teacher

*We normally go back to what they did the prior year. And we base everything we do on that, especially with state examinations. If we do have students who are struggling because they can't read, we have to add that to the tutoring in the class.*

-Teacher

Central office and district administrators believe that Harmony invests well in technology. They are satisfied with the technology support under the H-STEP initiative.

*We have benefitted from technology as a major part of HPS. We have access to technology devices, software, and robotics that support our curricula. We were prepared even before COVID-19 so online instruction was made for a smoother transition for almost all campuses. We were ready in the tech area.*

-District Administrator

*We have been very fortunate in HPS; we have technology-rich systems. We have new instructional technology and resources and different professional development opportunities for teachers in that area.*

-District Administrator

**District administrators and principals highlight the need to serve Harmony's growing population of English learners.**

*About 30% of the students are English language learners. We have nearly double the number of students who are new to the country.*

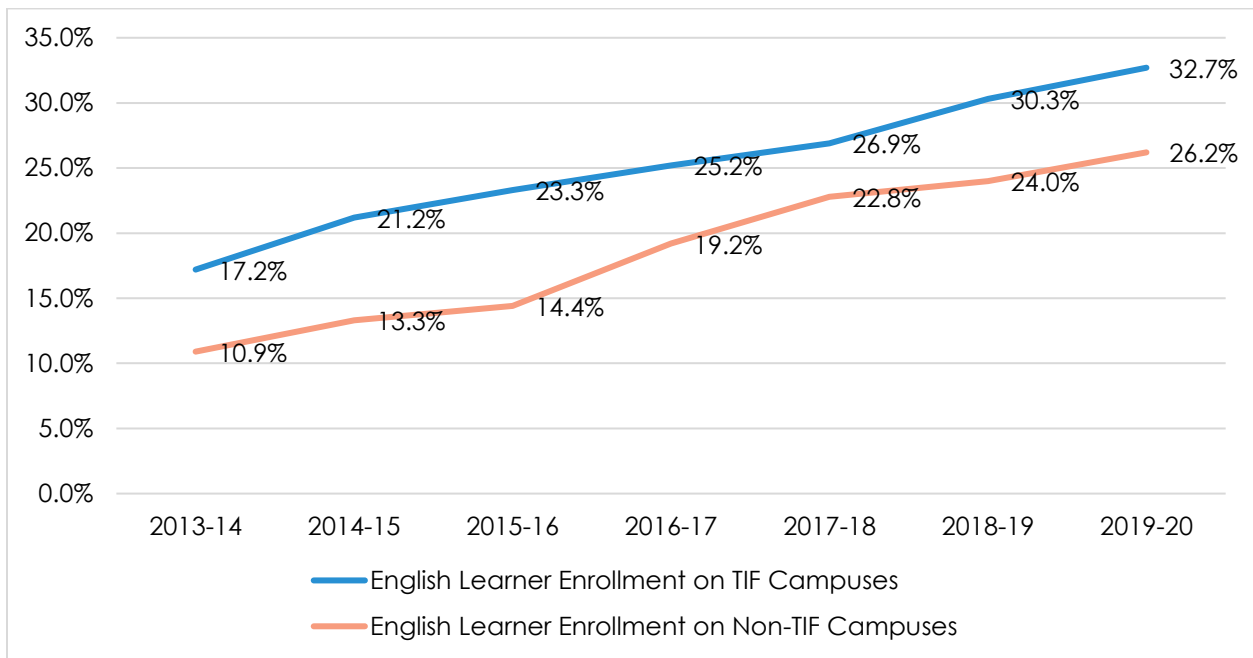
-District Administrator

*Critical learning issues? I would say English as a language barrier. It's a big population and increasing.*

-Principal

As Figure 3 shows, the percentages of English learners enrolled at both TIF and Non-TIF campuses are increasing markedly. Since 2013-14, the percentages nearly doubled on TIF campuses and more than doubled on Non-TIF campuses. On average, the percentage of English learners on TIF campuses is six percentage points higher than the Non-TIF campuses.

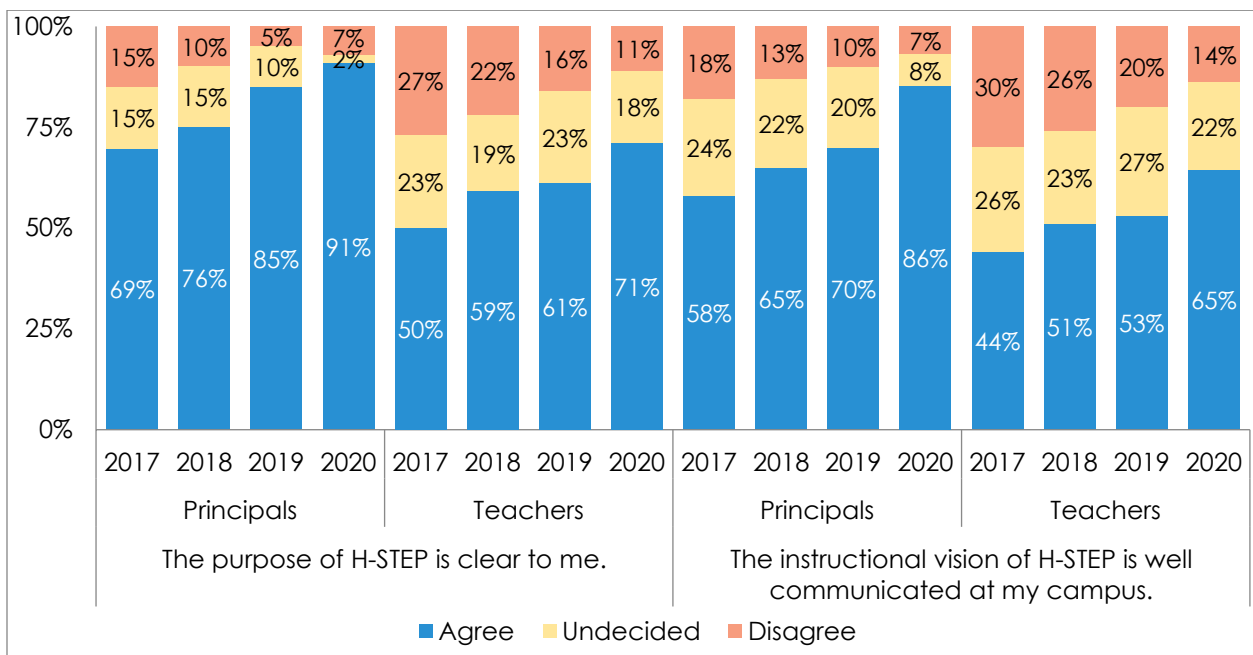
Figure 3. Enrollment of English Learners on TIF and Non-TIF Campuses



*Perceptions of H-STEP Implementation*

As Figure 4 shows, **principals and teachers are increasingly more confident in their understanding of H-STEP’s purpose.** From 2016-17 to 2019-20, the percentage of educators who find the purpose of H-STEP clear increases by 22 percentage points for principals (i.e., from 69% to 91%), and by 21 percentage points for teachers (i.e., from 50% to 71%).

Figure 4. Perceptions of H-STEP Implementation





*Communication has continuously improved over the years of H-STEP.*

In addition, increasing numbers of principals and teachers agree in 2019-20 that the instructional vision of H-STEP is well communicated at their campuses (58%, 65%, 70%, and 86%, respectively, for principals; 44%, 51%, 53%, and 65%, respectively, for teachers).

It is noteworthy, however, that approximately one-eighth of principals and one-third of teachers disagree or are undecided in 2019-20 that they understand H-STEP's purpose or the instructional vision of the grant is communicated effectively.

Consistent with these survey findings, a number of interviewees indicate that **communication has continuously improved over the years of H-STEP.**

*I think that HPS has struggled to adapt as much as any other organization. I think that this scenario has forced growth in communication channels for Harmony. That was one of the biggest complaints from other teachers throughout the school year. Now everything is communicated.*

-Teacher

*The message is more consistent this year from last and they all know what it is and what it means even if they don't engage with it.*

-Central Office Administrator

*Yes, I am informed...I know the mission, bonus structure, etc. The central office does most of the information sharing, and we also have leadership meetings that are ongoing and during the summer. We also learn about it at principal meetings where it is sometimes a topic. We were asked for input on priorities.*

-Principal

*I feel that the school has given great support and open communication during this challenging time.*

-Teacher

In addition, principals report that teachers at their campuses are informed about H-STEP and the criteria for incentive pays.

*Yes, the teachers already know the requirements and criteria for the incentive. They have input through surveys.*

-Principal

*They are well informed on the criteria for incentive pay and can participate in groups to give input.*

-Principal

Some interviewees believe there is room for further improvement in communication.

*When the information comes from the central office, I feel that it's more in the form of a directive and not very supported. As the principal, my teachers express frustration and concern. As a result, I get pressure from the central office to deliver the information and pressure from the teachers to get them more accurate information. The frustration is high and there is not much support from central office with H-STEP.*

-Principal

*Communication has improved but there are still some miscommunications from the principals.*

-District Administrator

*Communication must be streamlined. Oftentimes the communication up and down the chain is lost in translation. There is no central office directory of names and positions so there is no direct contact and it seems that the motto is "It wasn't broke, let's fix it." When there is a question on pay or promotions, it takes days for an answer as it crawls through the levels of hierarchy.*

-Teacher

*We each get some support in our areas but there is not enough communication between coaches, coordinators, and other stakeholders and that hurts all of us.*

-District Administrator

**Many district administrators and principals feel that they are well-positioned to address questions related to H-STEP.** Even if they do not have answers, they indicate they know how to get needed information.

*I am very confident that I can address principals' questions about H-STEP because I am very knowledgeable and trained on instruction as well as up-to-date on information. I have contact with the central office who will answer questions upon contact.*

-District Administrator

*I do feel well trained...on many systems including H-STEP and all activities that Harmony participates in. Harmony does a great job with every program so that teachers don't feel left out and know where to get information about H-STEP.*

-Principal

*Yes, I feel I can answer questions about H-STEP. I have been to the trainings and a fresh topic is being discussed all the time. If I do not know an answer, I know where to turn.*

-Principal

In contrast, some teachers feel they lack sufficient knowledge about H-STEP to ask questions.

*Kind of heard of the grant but I don't know details. Never tried to get information. We received some information that was outlined.*

-Teacher

*We do not have a lot of details on the TIF grant. We know about H-STEP and the expectations are clear with the walk-throughs. The details are unclear. We have been eligible for the incentives at all levels but no details. We learned from emails from the principal.*

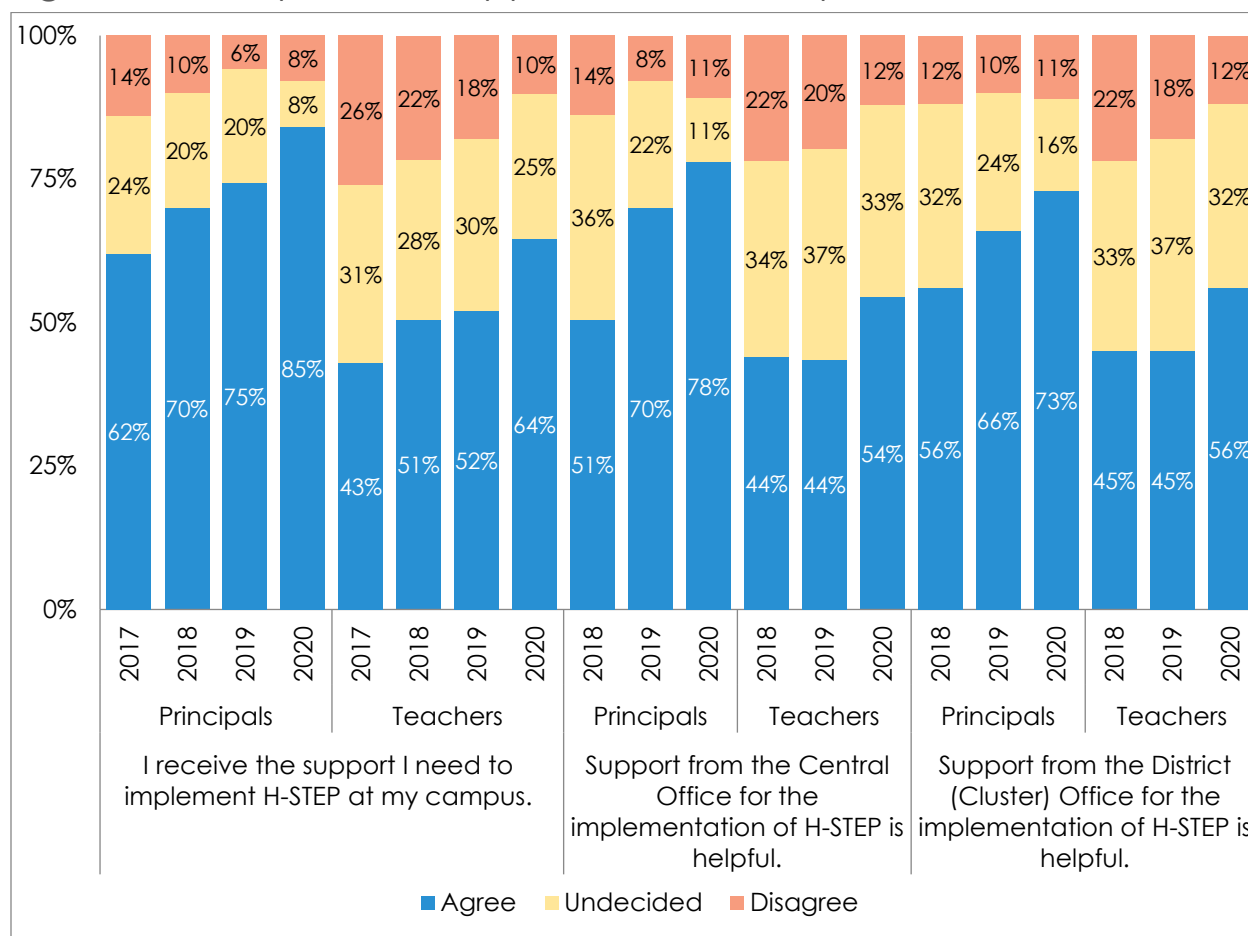
-Teacher

### *Support for H-STEP Implementation*

Figure 5 shows that **perceptions of key stakeholder support for H-STEP implementation continue to improve.**

Principals and teachers are increasingly more positive about the support that they receive for the implementation of H-STEP at their campuses. In 2019-20, 85% of principals and 64% of teachers agree or strongly agree with that survey item. These agreement rates represent 10 and 12 percentage point increases from 2018-19 respectively and are the highest agreement rates for both groups over the four-year survey period.

Figure 5. Perceptions of Support for H-STEP Implementation



Similarly, more principals and teachers find the H-STEP implementation support from the central office and the district offices helpful. In 2019-20, 78% of principals and 54% of teachers agree the H-STEP implementation support from the central office is helpful, and 73% of principals and 56% of teachers believe the support from the district offices is helpful. These agreement rates represent approximately ten percentage point increases from 2018-19 and are the highest agreement rates for both principals and teachers over the three-year period.

In interviews, **teachers indicate that they receive effective support from their administrators both pre- and during the COVID-19 pandemic** in terms of discipline, attendance, communication with parents, professional development, and data.

*We get a lot of support when it comes down to students, disciplinary actions and rewards, and parents. Administrators are always letting us know they are there if we need them...when we are having trouble reaching a student, they step in and they are always willing to help us out.*

-Teacher

*We receive more support than we can use especially when it comes to data. Sometimes there are so many data points that decision-making can become paralyzed on what's more important. Students are good at learning the patterns in the software but often the comprehension is missing. That's when the teacher intervenes.*

-Teacher

*The principals have been very supportive now with COVID going on. There were moments where it has been very stressful when we don't hear from a student. They step in and make phone calls, and talk with us even after school hours. If we need their support, they are there just to listen...even stopping by the house on teacher appreciation day meant the world to us.*

-Teacher

**Teachers indicate that their opportunities for collaboration with colleagues and administrators are beneficial and impactful.** They work as teams in both formal and informal settings on instruction, use of data, and student learning via a variety of venues such as weekly PLC meetings and department meetings.

*We are always collaborating. At lunch in the halls we are always talking about kids and how to help them. We use those suggestions and activities. There is a strong teacher-to-teacher connection at Harmony.*

-Teacher

*Perfect opportunities to collaborate in team meetings that are amazing and built into our schedules on school time. We talk about students and how to improve...we are not encumbered by data, so our conversations are rich and fruitful.*

-Teacher

*We have set times and we have campus and district PLCs. New teachers are introduced to a mentor teacher to help them along the way. In our campus PLCs, there is a lot of collaboration. I really enjoy having that time.*

-Teacher

District offices serve as a bridge between the central office and the campuses. In interviews, **principals report that they receive a variety of helpful support from their districts on the implementation of H-STEP**, including, but not limited to, coaches/academic directors, professional development, funding, and information.

*The district office assigns academic directors for the school and they have been very helpful for clarifying information, curriculum, data, assessments, and securing resources. I personally have reached out to them a lot. It is good to have an outsider's, not campus-based, feedback.*

-Principal

*The district office supports us with information, workshops and services for teachers as well as students. I make sure that the requirements are implemented correctly. Communications have improved from the district office in HPS over the years that I have been principal.*

-Principal

*At the district office, we provide most of our professional development for teachers and administrators at the campuses. We work with them to design professional development to support them. In terms of other components like mentoring and PLCs, we have someone to help principals with mentoring and we oversee our district PLCs. We have coaches that support teachers. Our district directors provide guidance for school administrators mostly, in just about any topic.*

-District Administrator

*The district office answers questions. They are like the middleman between us and the central office. They serve as a bridge to answer our questions and provide professional development on H-STEP that we received, which were good ones. We also received outside support for PLCs by way of a consultant to support new principals.*

-Principal

Principals and teachers indicate that additional support from the district offices will help, such as soliciting teacher input, customizing professional development, and providing more campus-based coaches.

*The next step would be to figure out a way to talk to teachers in small group-focused conversations and get their input on professional development. There needs to be more conversations about H-STEP and hopefully we can do this through our principal PLC. We meet once a month and only discuss H-STEP once in a while. We need more time on it.*

-Principal

*We receive training at the beginning of the school year and it's supported by district coaches, but we need more campus-based coaches.*

-Teacher

*One size does not fit all. So it would be helpful if the district allowed for flexibility for individual building needs.*

-Principal

*The coaches are spread pretty thinly. I wish we had more coaches.*

-Principal

**District administrators and principals agree that the support they receive from the central office helps the implementation of H-STEP.** They appreciate the professional development offerings, communication, and directions and guidance.

*HPS has a very democratic central office...We are trained on H-STEP, professional development themes and any updates. Everyone is in the loop.*

-District Administrator

*I think our central office is pretty supportive and structured. They seem to be working non-stop. They keep up with all of the educational trends. I feel confident about our central office leadership. Whenever I ask a question, I get an answer—they are available.*

-District Administrator

*They have laid out multiple platforms to send information to campuses. Sometimes through district, sometimes directly, and who will be responsible to implement and what part. We also receive support from central office for professional development support twice a year...Also being available for our questions through our help desk. Multiple emails...Really great information.*

-Principal

*We receive support from the central office in two ways. The central office supports the district office which, in turn, supports the schools with instructional materials and services that impact student achievement. They make the big decisions that directly impact HPS such as COVID-19. They created guidelines for a smooth transition to online learning from homes. Now they have moved forward with material and information for next year with online platforms.*

-Principal

To implement H-STEP successfully, interviewees note that additional support and follow-up from the central office would be helpful.

*All professional development from the district flows through central office mostly in the form of guidelines and information sharing. What is needed is not just information but a genuine conversation with teachers about H-STEP and how it can support your professional growth.*

-Principal

*The central office has the eagle's view of the big picture...The central office drives professional development but they should have frequent follow-up on initiatives they think are important.*

-Principal

*There was a big push in the beginning but there was no systemic follow up.*

-District Administrator

*We do get some support from the central office but it is often perceived as add-ons with too little follow up. Again, one size does not fit all.*

-Principal

### **Impact of H-STEP on Instruction and Dialogue**

By design, H-STEP serves as a vehicle for achieving the instructional goals of Harmony.

*There is a very close relationship. Ultimately, we aim to get our students to the highest level of growth. We have to make sure we have the best teachers and that we support them. H-STEP gives us all the necessary tools and motivation to do that. I feel like H-STEP is essential and it is an enhancement. We already had a bonus system in place, but H-STEP took it to the next level and made it better.*

-District Administrator

Figures 6-1 and 6-2 show that **H-STEP continues to contribute to improvement in reflection and conversations about teaching and learning**. In 2019-20, the percentages of agreement for both principals and teachers reach four-year highs on each of the three survey items, namely H-STEP promotes reflection on their instructional practices (88%, and 79%, respectively), instruction-focused dialogue with their colleagues (90%, and 72%, respectively), and instruction-focused dialogue with their supervisors (89%, and 77%, respectively).



Figure 6-1. Principals' Perceived Impact of H-STEP on Instruction and Dialogue

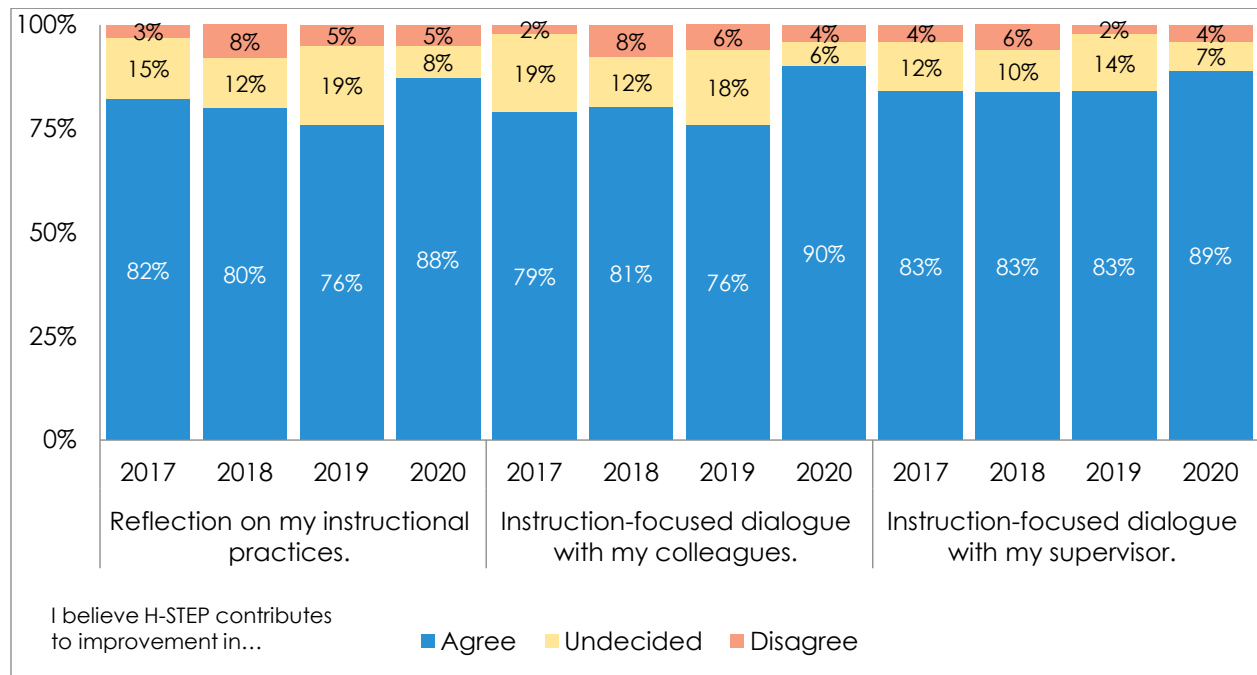
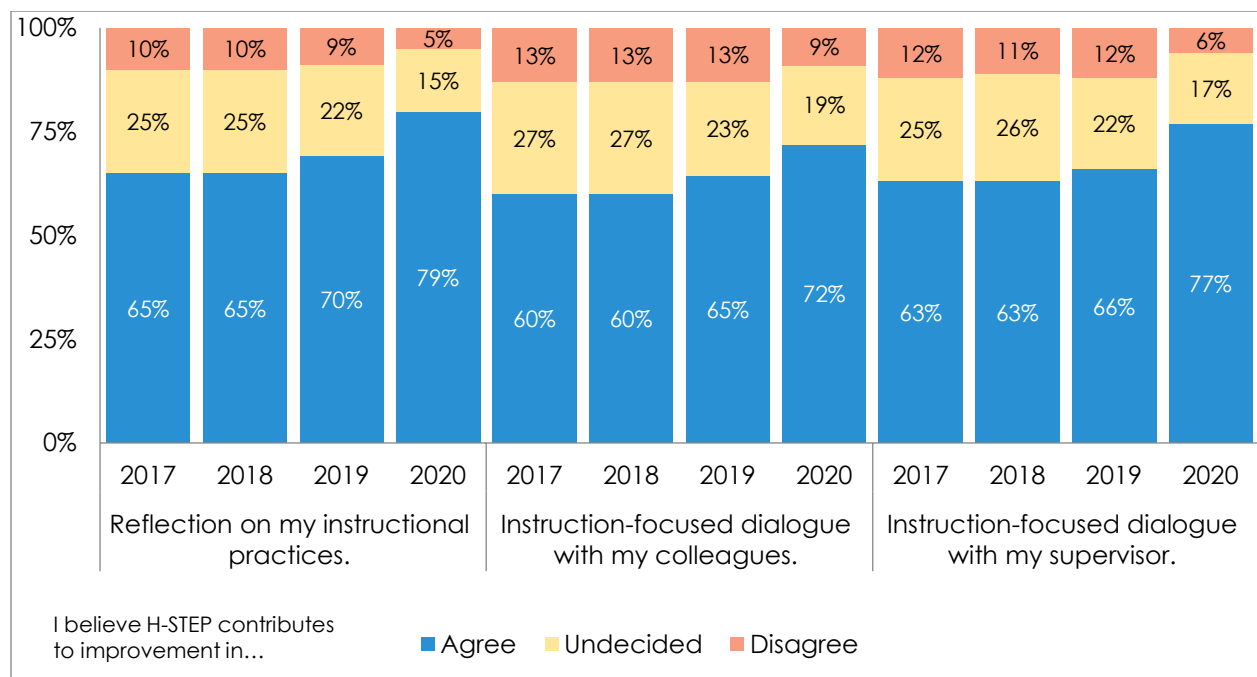


Figure 6-2. Teachers' Perceived Impact of H-STEP on Instruction and Dialogue



In interviews, district administrators and principals also report that H-STEP contributes to more instruction-focused dialogue among and between teachers and school administrators.

*H-STEP definitely puts the conversation on the table on what to do to move students from point A to point B. This is all happening in goal meetings.*

-Principal

*Yes, definitely, H-STEP has driven conversations in PLCs and sparked opportunities for cross-curricular activities.*

-District Administrator

*It's changed the language at Harmony. I hear it all the time.*

-Principal

**Interviewees indicate that H-STEP helps to improve classroom instruction.**

*With the help of H-STEP, especially last year, we started seeing Teach Like A Champion techniques used more often in the classroom. Our professional development is aligned to those strategies. I think we will continue to grow in those areas. Growth targets are having a huge impact in aligning instruction with what is being measured.*

-Central Office Administrator

*With the goal-setting, data analysis, and all of this, it translates to better instructional practice.*

-District Administrator

*Definitely affected teachers. They spend more time on planning. Teachers know how the calculation works and it affects their interaction with students.*

-Principal

**Interviewees indicate that H-STEP builds the foundation for success in many other initiatives.**

*We applied for a Teacher Incentive Allotment grant from TEA. We have a very strong foundation and a very strong application because of our experience with H-STEP.*

-Central Office Administrator

*From what I can gather, we have laid the foundation for the different initiatives. If we can overcome COVID-19, the next year or two are going to be great years of growth. A lot of the examples come back to coaching cycles. We have done a lot more collaboration about what works and doesn't work. We use bright spots to address some of the challenge areas.*

-District Administrator

## COVID-19

COVID-19 disrupted teaching and learning in HPS, as it did to the broader education community. It caused the instructional modality to switch from in-school learning to online learning and affected student engagement, peer connections, and teacher instruction.

*Leadership and making connections are more difficult. We continue to meet frequently through Zoom sessions, but it does not have the same impact as walkthroughs, face-to-face conferences, and team building activities. Supporting students has also been challenging because many of our parents work. Students are not always logging into Google Classroom to complete assignments.*

-Principal

**However, interviewees believe that Harmony's strength in technology positions the network to effectively face the challenges of the pandemic and make the transition from in-school learning to online learning.**

*We were learning pretty quickly and got a lot of compliments from our parents about how quickly we shifted to online learning. It's a huge transition. We made it work with supporting our teachers. We restructured our coaching, our PLCs, our grading... We are working on designing our calendars, curricula, technology, instructional practice, etc. to reach a high quality next year for students and parents. Once we have a system, I think we should have it implemented consistently at all of our schools. I think we are on the right path and helping our administrators.*

-District Administrator

*Actually, because we are strong on the technology part, it was easy for us to switch. We had a smooth transition. That is the part I'm very happy to share.*

-District Administrator

*I am very pleased with how Harmony has addressed our concerns during COVID.*

-Teacher

*I think the school is doing the right thing with online learning for the kids to learn. Obviously, I think, this is a new learning experience for everyone.*

-Parent

District administrators and principals appreciate that the switch to online learning provided an opportunity to reconsider some of the components of the H-STEP initiative.

*It has given us more flexibility to think about how some of the grant components look in a more remote and virtual world. Classroom observations are now a challenge, so how can you collect those data that drive teacher bonuses? I think we are re-defining how these components look in this environment.*

-District Administrator

*I've been against bonuses but COVID has opened my eyes. It changed my thinking on incentives in light of what COVID has done financially to our teachers, staff, and families.*

-Principal

**Interviewees believe that Harmony should keep focusing on providing quality instruction despite COVID-19.** In doing so, educators recognize that the lack of face-to-face interactions and in-school learning is taking a toll on the Harmony community.

*We have to get the same quality of the instruction online as we do in person. We have to recognize that interaction is important to the learning process and have to find ways to get better at it in the virtual world.*

-District Administrator

*COVID has made us aware that we need to become much more effective in our delivery of instruction in a virtual setting. We are not there and Harmony needs to do more in this area.*

-District Administrator

*For me, there has been a huge impact that I have seen. At the end of the day I miss the kids, crave the interactions with my colleagues. When we get together through Zoom meetings, it is nostalgic.*

-Teacher

*COVID-19 drastically impacted my instructional practices. I had to shift my focus from in-class collaborative student engagement to finding new resources that could promote individual engagement while still ensuring the academic rigor.*

-Teacher

Interviewees recognize the differential impact of COVID-19 on diverse student groups. Both Harmony educators and parents identify some of the resultant stresses on students and families.

*A lot of the kids have difficult home lives and so being at home has brought on a lot of added stress. I see it a lot, especially in their school work.*

-Teacher

*For me as a parent, I think they've done a wonderful job. But I don't think they've trained us as parents. As parents we were not ready for it...I went to YouTube and learned how to do things like using Google classroom and turning in assignments. I think they've done amazing work...But my son with special needs struggled more so I had to do more.*

-Parent

*The lower 10% of students were not involved or reached...I received emails from students who were stressed and had emotional baggage and could not grow. We will need the time to embrace the learning gaps to overcome.*

-Teacher (Non-TIF Campus)

*We are also mindful that 65% of the student population is from low-income families where both parents are working and access to technology is limited. We have to make sure that all students benefit with a high quality education and no one is excluded.*

-District Administrator

**Many interviewees believe it is important to provide social and emotional support to teachers as well as students.**

*I believe that some social emotional support is needed at this time for teachers as they cope with a dramatic change and the high levels of stress and anxiety they are experiencing now.*

-District Administrator

*Harmony serves “at risk” students and we need to focus on social emotional issues at our school. It has become a challenge. We need to deal with the whole student and many economically disadvantaged students are not taken care of, either emotionally or physically, and that impedes their ability to learn. Harmony needs to focus more on social and emotional needs and this is where our challenge lies.*

-Principal

*I am stressing more now than in the classroom. It has to do with the roles I hold in school. There is a lot going on, especially with responsibilities at home. Especially thinking about which kids get to be promoted and which don't. It's a lot going on and to consider.*

-Teacher

*There was worry about the mental health of the students...Social interactions are so important at this age and working in teams and hands-on was expressed. We had to keep track of the special education students by using four platforms.*

-Teacher

## Summary

In 2019-20, Harmony continues to advance implementation of the H-STEP initiative. HPS took significant strides to further its micro-credentialing program and refine its performance-based compensation system. Along with these efforts, communication regarding H-STEP has continuously improved over the years. District administrators and principals are increasingly more confident in their understanding of H-STEP's purpose and feel that they are well positioned to address H-STEP-related issues. These achievements are reflected in the highly positive perceptions of the conditions at and culture on HPS campuses and campus-based dialogue about teaching and learning. Interviewees report that classroom instruction is improving with the help of the grant, and H-STEP builds the foundation for success in many other initiatives.

While COVID-19 impacted H-STEP implementation and the Harmony community overall, HPS has responded effectively and adapted rapidly. Harmony created new micro-credential offerings in response to online learning and adjusted observations and bonuses to the new environment. Interviewees believe that Harmony's strength in technology enabled the network to face the challenges of the pandemic and transition from in-school learning to online learning. Notably, teachers believe that they received needed support from their administrators both pre- and during the COVID-19 pandemic.

## IV. PROJECT LEVERS 1 AND 2: PROFESSIONAL DEVELOPMENT

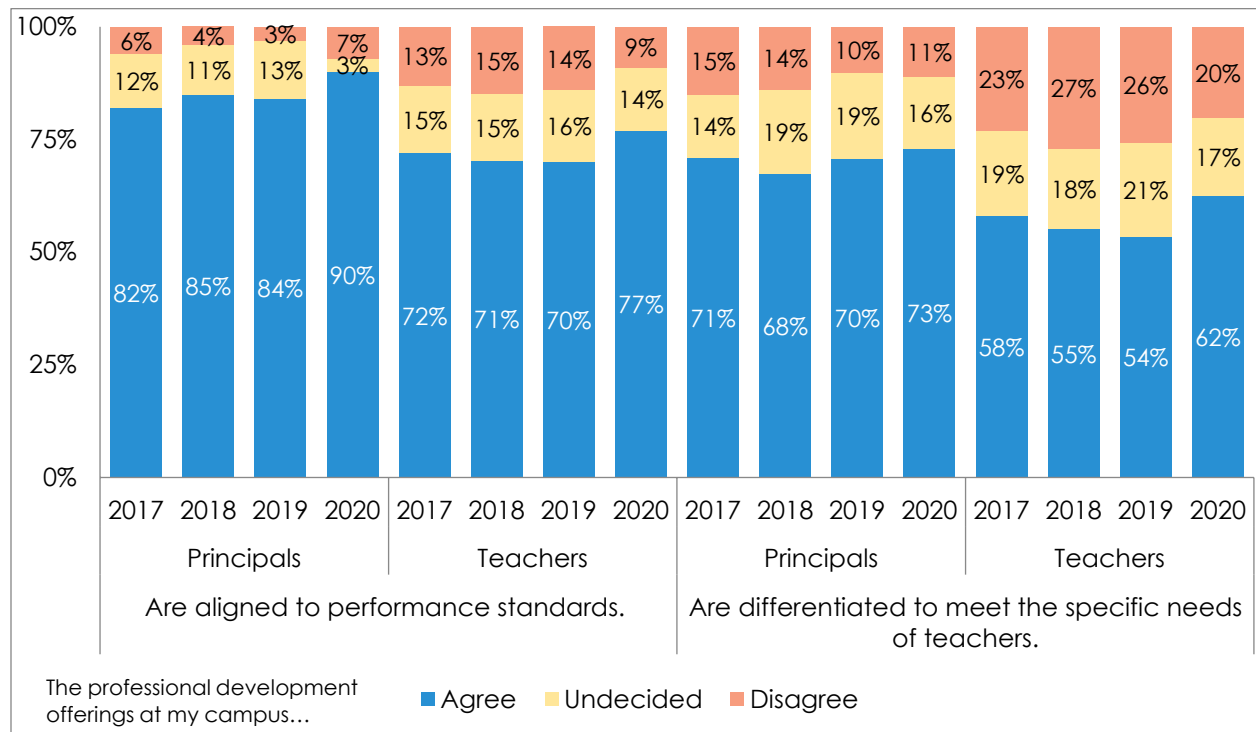
This chapter examines educators' perceptions of professional development offerings in Harmony. H-STEP levers 1 and 2 focus on deepening and differentiating professional development for teachers and administrators.

### Overall Perceptions of Professional Development

As Figure 7 shows, **the majority of principals and teachers believe that the professional development offerings at their campuses are aligned to performance standards.** In 2019-20, 90% of principals and 77% of teachers agree with the survey prompt, both of which are four-year highs.

In addition, **more principals and teachers agree that the professional development offerings at their campuses are differentiated to meet the specific needs of teachers** (73% for principals and 62% for teachers in 2019-20). Still, 27% of principals and 37% of teachers disagree or are undecided about the differentiation of professional development offerings that they receive.

Figure 7. Perceptions of Professional Development



Interviewees echo the survey findings. They believe that over the years, the professional development offerings in HPS are of increasingly higher quality and more aligned to individual needs.

*Compared to 4-5 years ago, we're more aligned, there's more job-embedded professional development going on. Before, an external professional development provider was killing one of your days and you weren't sure how aligned that was. We don't see that any more.*

-Central Office Administrator

*"For instruction, we principals have been requesting more differentiated professional development for teachers. In the past, HPS has not addressed this as well. I think they finally heard us. Things are better."*

-Principal

*We go to the administrators for support in professional development that we are interested in. Being able to grow as a teacher through the TIF grant has supported my professional development.*

-Teacher

*Our professional development has improved tremendously in the last several years. With TIF, they got better. If anything, I think we still need to grow and keep the professional development aligned with our goals... Teachers learn from each other in their PLCs which is one of the best forms of professional development.*

-District Administrator

**Prioritizing customized professional development and soliciting feedback contribute to the enhanced relevance and impact of the professional development offerings.**

*The district does a good job assessing by campus the areas of need. One need identified through survey was guided reading, and so we got training in that...they are always asking for our feedback.*

-Teacher

*We definitely provide professional development opportunities and support to principals, and this was one of my priorities this year. We organized a principal PLC this year and organized multiple leadership trainings...We provide internal and external professional development providers...We have a routine schedule and visit our campuses.*

-District Administrator

When there is high teacher turnover and the professional development needs to focus on the new teachers year over year, veteran teachers sometimes find the content of the trainings repetitive and less relevant.



*We get a lot of brand new teachers and the returning teachers get less and less because they focus on the trainings for the new teachers. When we do get trainings for the veteran teachers, we get a short amount of time because they have to fit in so much for the new teachers.*

-Teacher

*There is a little bit of redundancy. There could probably be a better way to either focus on one thing or really plan for 2 or 3 things that we really need. I know we did one on classroom management and I didn't get anything from it. We lack really good, in-depth professional development.*

-Teacher

*Harmony has a lot of professional development for the teachers... Sometimes I find professional development useful, other times it's repetitive. For the teachers that have been teaching for a long time we feel like we know this.*

-Teacher

*Professional development has been centralized. As a result, it's often been repetitious for teachers. We're trying to make it more personalized this year. We plan to tie it to lessons plan and the plans to engage students.*

-Central Office Administrator

**Teachers want to have greater flexibility in identifying and selecting high quality professional development offerings.**

*Choice in selecting professional development is needed...and it would be great to have actual teachers in our specific grades to lead our trainings.*

-Teacher

*We're really never asked what we want. We might get to choose from a list but we're never asked: do you want to focus only on discipline or academics? They do have a variety when they do give us a choice but some of the time that we are in there is not enough. They spend maybe two days at the most and then we should know everything about it. And that's not right. It's not adding to my professional knowledge.*

-Teacher

*Many of us find our own professional development.*

-Teacher

## Quality, Usefulness, and Relevance of TIF-Funded Professional Development Offerings

This section focuses on educators’ perceptions of professional development offerings funded (solely or jointly) by H-STEP. It draws on data from the Professional Development Feedback Survey. **Across the years, perceptions of stakeholder groups continue to be highly positive on the quality, usefulness, and relevance of TIF-funded professional development offerings.**

Table 6 shows that across the groups and years, educators believe that the quality of the professional development activities is good or excellent.

Table 6. Perceived Quality of the TIF-Funded Professional Development Events

	Year	Excellent	Good	Fair	Poor	Total Excellent and Good
Central Office Administrators	2018	38.5%	38.5%	19.2%	3.8%	77.0%
	2019	69.0%	31.0%	0.0%	0.0%	100.0%
	2020	100.0%	0.0%	0.0%	0.0%	100.0%
District Administrators	2018	62.5%	34.4%	3.1%	0.0%	96.9%
	2019	48.1%	38.0%	12.7%	1.3%	86.1%
	2020	68.8%	25.0%	6.3%	0.0%	93.8%
H-STEP Principals	2018	N/A	N/A	N/A	N/A	N/A
	2019	65.0%	25.0%	10.0%	0.0%	90.0%
	2020	32.3%	51.6%	6.5%	9.7%	83.9%
H-STEP Teachers	2018	51.6%	40.0%	6.9%	1.5%	91.6%
	2019	51.0%	42.5%	4.8%	1.7%	93.5%
	2020	55.4%	41.8%	2.6%	0.2%	97.2%
Non H-STEP Teachers	2018	49.0%	43.5%	7.2%	0.2%	92.5%
	2019	62.8%	31.0%	5.1%	1.1%	93.8%
	2020	57.1%	40.3%	2.7%	0.0%	97.4%

Note. The survey question is “Overall, how would you rate the quality of this PD event?” Percentages are calculated based on the number of times that professional development attendees responded to a given survey item. In 2019-20, the number of educators and the number of times that they responded to the professional development feedback survey are as follows: 2 central office administrators for 5 times, 23 district administrators for 32 times, 26 H-STEP principals for 31 times, 207 H-STEP teachers for 426 times, and 117 Non H-STEP teachers for 226 times.

Table 7 indicates that survey respondents, across the groups and years, find the professional development events funded (solely or jointly) by H-STEP to be very useful or useful.

Table 7. Perceived Usefulness of the TIF-Funded Professional Development Events

	Year	Very Useful	Useful	Somewhat Useful	Not at all Useful	Total Very Useful and Useful
Central Office Administrators	2018	50.0%	34.6%	11.5%	3.8%	84.6%
	2019	65.5%	34.5%	0.0%	0.0%	100.0%
	2020	100.0%	0.0%	0.0%	0.0%	100.0%
District Administrators	2018	59.4%	34.4%	6.3%	0.0%	93.8%
	2019	48.1%	39.2%	12.7%	0.0%	87.3%
	2020	62.5%	28.1%	9.4%	0.0%	90.6%
H-STEP Principals	2018	N/A	N/A	N/A	N/A	N/A
	2019	50.0%	30.0%	20.0%	0.0%	80.0%
	2020	38.7%	48.4%	6.5%	6.5%	87.1%
H-STEP Teachers	2018	52.2%	39.2%	7.0%	1.6%	91.4%
	2019	48.3%	43.8%	5.8%	2.1%	92.1%
	2020	53.5%	41.3%	4.2%	0.9%	94.8%
Non H-STEP Teachers	2018	54.1%	36.5%	8.9%	0.5%	90.6%
	2019	60.9%	31.4%	6.6%	1.1%	92.3%
	2020	62.8%	30.5%	6.6%	0.0%	93.4%

Note. The survey question is "Overall, to what extent was this PD event useful to you?"

A desirable result of high quality and useful professional development trainings is to put the learnings into practice. Educators across the groups indicate that they are likely or very likely to apply the information presented during the professional development sessions to their work (see Table 8).

Table 8. Perceived Relevance of the TIF-Supported Professional Development Events

	Year	Very Likely	Likely	Somewhat Likely	Not at all Likely	Total Very Likely and Likely
Central Office Administrators	2018	57.7%		38.5%	3.8%	57.7%
	2019	65.5%	31.0%	3.4%	0.0%	96.5%
	2020	100.0%	0.0%	0.0%	0.0%	100.0%
District Administrators	2018	75.0%		25.0%	0.0%	75.0%
	2019	58.2%	32.9%	8.9%	0.0%	91.1%
	2020	71.9%	21.9%	3.1%	3.1%	93.8%
H-STEP Principals	2018	N/A		N/A	N/A	N/A
	2019	50.0%	25.0%	25.0%	0.0%	75.0%
	2020	51.6%	32.3%	9.7%	6.5%	83.9%
H-STEP Teachers	2018	69.6%		28.6%	1.8%	69.6%
	2019	52.1%	39.4%	6.6%	1.9%	91.5%
	2020	56.1%	39.2%	4.5%	0.2%	95.3%
Non H-STEP Teachers	2018	71.0%		28.5%	0.5%	71.0%
	2019	63.1%	29.2%	5.8%	1.8%	92.3%
	2020	60.6%	34.1%	4.9%	0.4%	94.7%

Note. The survey question is "How likely are you to apply the information presented today to your work?" In 2017-18, the "Very Likely" and "Likely" categories were not separated during this period of data collection.

Table 9 shows that, in general, HPS educators view the content and materials of TIF-funded professional development offerings favorably.

Table 9. Perceptions of Content and Materials of TIF-Funded Professional Development Events

The content and materials of this PD event...	Year	Central Office Administrators		District Administrators		H-STEP Principals		H-STEP Teachers		Non H-STEP Teachers	
		A	N	A	N	A	N	A	N	A	N
Helped me better understand the issues.	2018	81%	15%	91%	6%	N/A	N/A	91%	7%	90%	8%
	2019	93%	7%	85%	9%	70%	30%	92%	7%	92%	7%
	2020	100%	0%	88%	6%	84%	6%	92%	7%	92%	8%
Provided information relevant to my work.	2018	88%	12%	91%	6%	N/A	N/A	94%	4%	92%	7%
	2019	100%	0%	97%	1%	95%	5%	93%	5%	93%	5%
	2020	100%	0%	94%	3%	90%	3%	96%	4%	94%	5%
Were based on current, up-to-date information.	2018	88%	8%	97%	3%	N/A	N/A	93%	5%	93%	7%
	2019	97%	3%	87%	10%	100%	0%	94%	5%	95%	4%
	2020	100%	0%	91%	3%	90%	3%	96%	4%	96%	4%
Were delivered at the appropriate pace (i.e., not too slow or too fast).	2018	54%	23%	91%	0%	N/A	N/A	90%	6%	91%	7%
	2019	100%	0%	76%	11%	95%	5%	91%	5%	94%	4%
	2020	100%	0%	91%	3%	81%	3%	94%	4%	94%	5%
Were easy to understand.	2018	88%	8%	94%	3%	N/A	N/A	92%	6%	92%	6%
	2019	100%	0%	97%	3%	95%	5%	94%	5%	94%	4%
	2020	100%	0%	97%	3%	94%	0%	96%	4%	96%	4%
Were well organized.	2018	73%	15%	94%	3%	N/A	N/A	91%	7%	92%	6%
	2019	100%	0%	87%	10%	100%	0%	92%	6%	95%	4%
	2020	100%	0%	97%	0%	84%	6%	96%	4%	94%	6%
Will contribute to improvement in my instructional leadership [practices].*	2018					N/A	N/A	91%	7%	89%	10%
	2019					88%	13%	92%	6%	94%	5%
	2020					87%	10%	92%	7%	93%	7%
Will contribute to improvement in student achievement.	2018	77%	23%	94%	3%	N/A	N/A	92%	6%	90%	9%
	2019	93%	7%	86%	9%	90%	5%	91%	7%	93%	6%
	2020	100%	0%	94%	0%	84%	6%	95%	4%	95%	5%

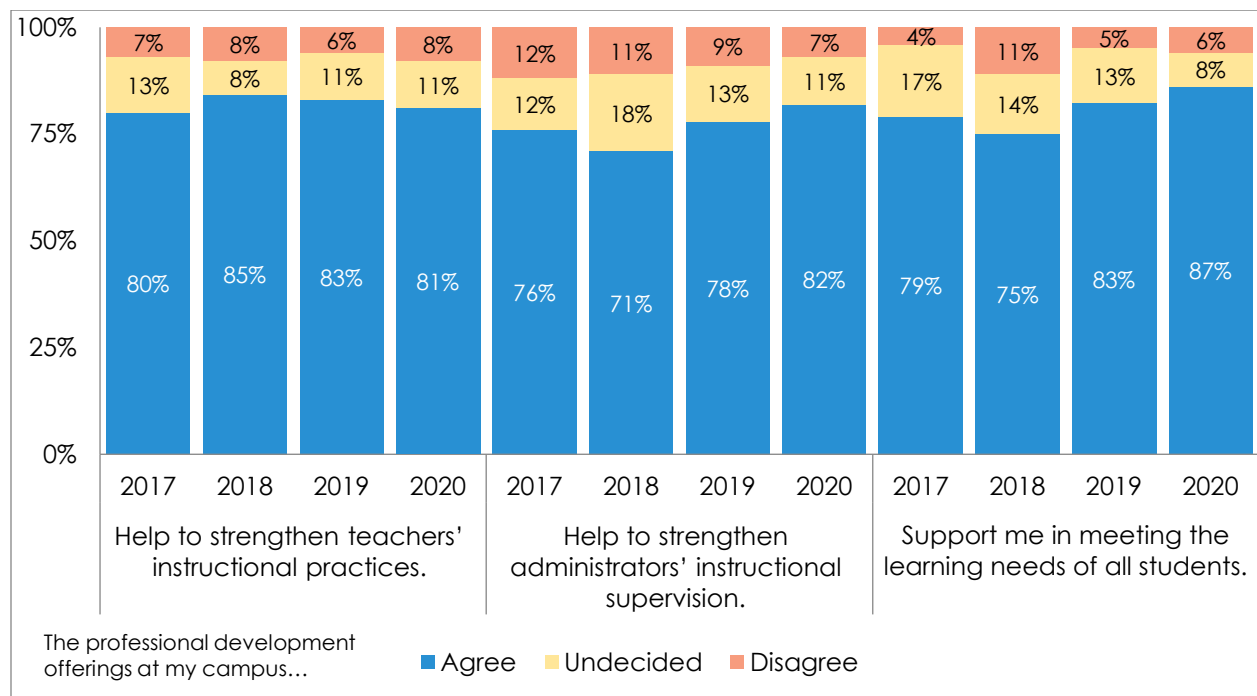
Note. "A" is a composite of Agree and Strongly Agree. "N" is Neither Agree nor Disagree. The percentage of educators who Disagree or Strongly Disagree can be calculated by subtracting A and N from 100%. \*The text in brackets shows the different wording of the question for teachers.

## Perceived Impact of Professional Development

As Figures 8-1 and 8-2 show, **the perceptions of principals and teachers on the impact of professional development are highly positive and continue to improve in 2019-20**. More than eight out of ten principals agree that the professional development offerings at their campuses help to strengthen their instructional supervision (82%), and support them in meeting the learning needs of all students (87%). Similarly, the majority of teachers believe their professional development trainings help to strengthen their instructional practices (75%), and meet student needs (71%).

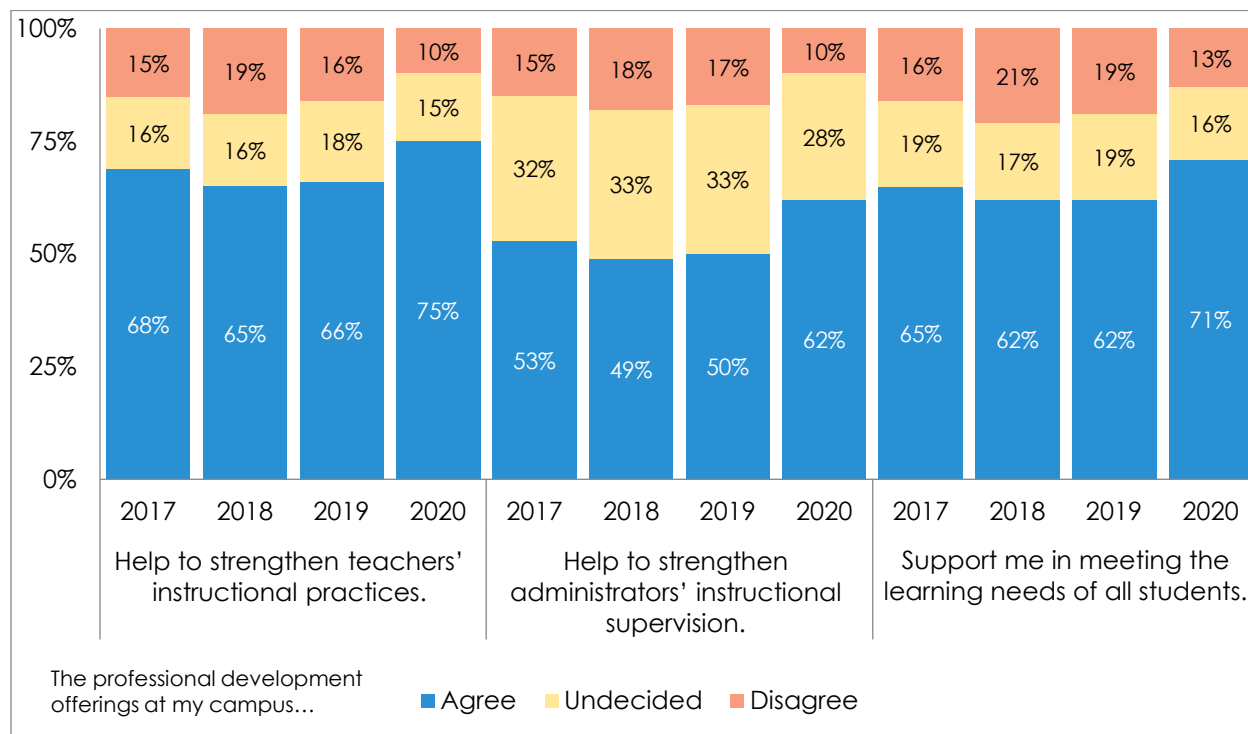
The need to better equip principals to provide instructional support for teachers is a recurring theme in the previous three H-STEP reports. This issue resurfaces in 2019-20. As Figures 8-1 and 8-2 indicate, while 82% of principals believe that professional development helps to strengthen their instructional supervision, only 62% of teacher agree, and 28% of teachers are undecided and 10% disagree or strongly disagree.

Figure 8-1. Principals' Perceived Impact of Professional Development



*The perceptions of principals and teachers on the impact of professional development are highly positive and continue to improve in 2019-20.*

Figure 8-2. Teachers' Perceived Impact of Professional Development



Through H-STEP, Harmony is establishing a priority of helping all principals to grow as instructional leaders.

*Having principals who understand instruction is our number one priority. We need to make sure they are instructional leaders.*

-Central Office Administrator

*Right now, principals are more managers and not instructional leaders. I see the Dean of Academics role. Principals lean on them for instruction. The principals must know how to recognize good instruction and then take action.*

-Central Office Administrator

*One of our primary focus areas is growing principals as instructional leaders. So we are building supports to that end, and including the district in those trainings to provide alignment.*

-District Administrator

Interviewees agree that H-STEP provides principals with opportunities to enhance their leadership practices and use a common instructional language across the campuses.

*When you look at the level of principal in the creation of curriculum, instructional supervision, I see improvement over the past 3-4 years...Compared to 4-5 years ago, I see principals having some capacity to deep-dive on curriculum resources and find out if a teacher's lesson is aligned to standards.*

-Central Office Administrator

*The professional development has had a profound impact on my instructional leadership. I have had time to reflect and learn new strategies that I have implemented on campus...With the emphasis on the coaching model for principals, I am speaking the same language and having the same conversations with my teachers that the instructional coaches have with our teachers. We are on the same page.*

-Principal

*Principals are growing and becoming much more effective. We are much better now and principals realize they cannot put this aside. More buy-in with campus PLC is another important factor. There is recognition that H-STEP supports do really make a difference.*

-Central Office Administrator

## Capacity Building

In the H-STEP survey, **principals and teachers indicate that they need additional support in the areas of differentiating instructional strategies and using evaluation data to improve instruction.** Compared with using student assessments and achievement data (see Figure 9-1), more principals indicate that they need support in differentiating instructional strategies to meet the needs of all students (84%, 75%, 81%, and 86%, respectively), and using data from their evaluations to make improvements in their instructional leadership (88%, 80%, 82%, and 85%, respectively).

Similarly, Figure 9-2 shows that teachers are particularly indicating they need support in differentiating instructional strategies (80%, 76%, 75%, and 79%, respectively), and using evaluation data to improve their instructional practices (72%, 70%, 66%, and 72%, respectively).

Figure 9-1. Principals' Perceptions of Additional Support Needed

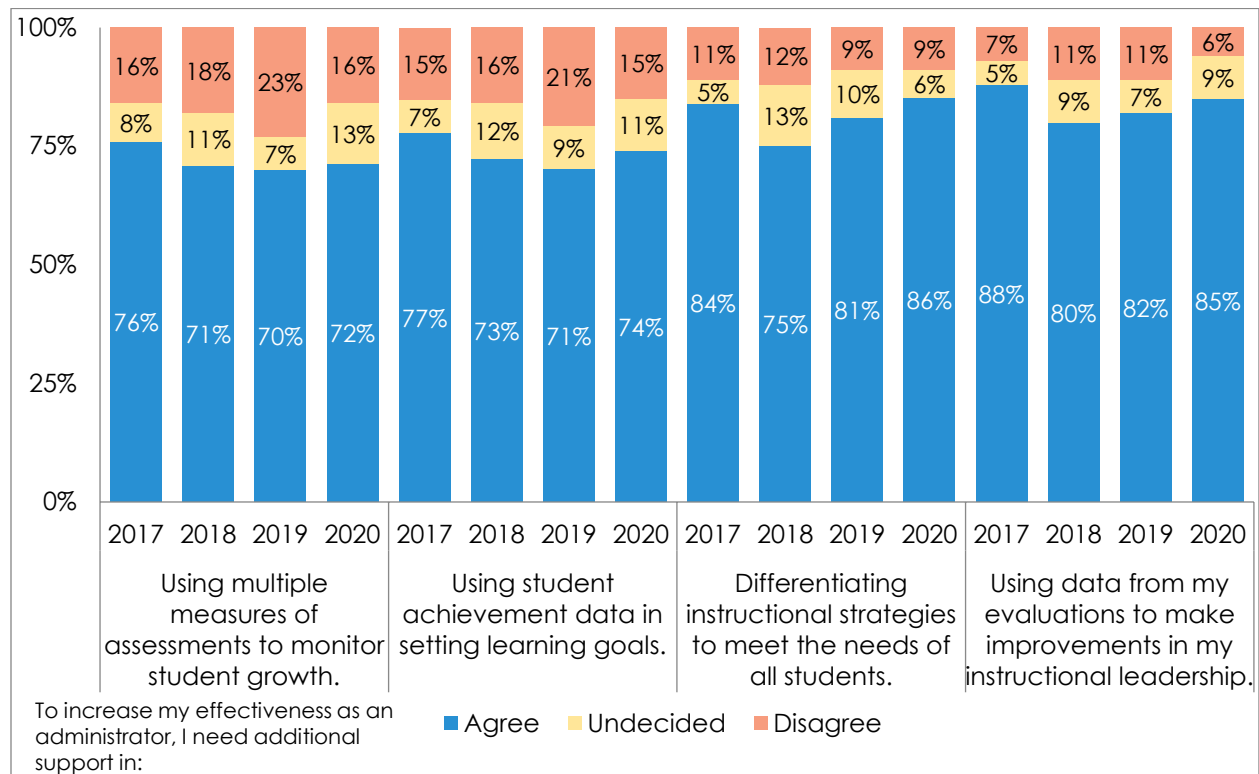
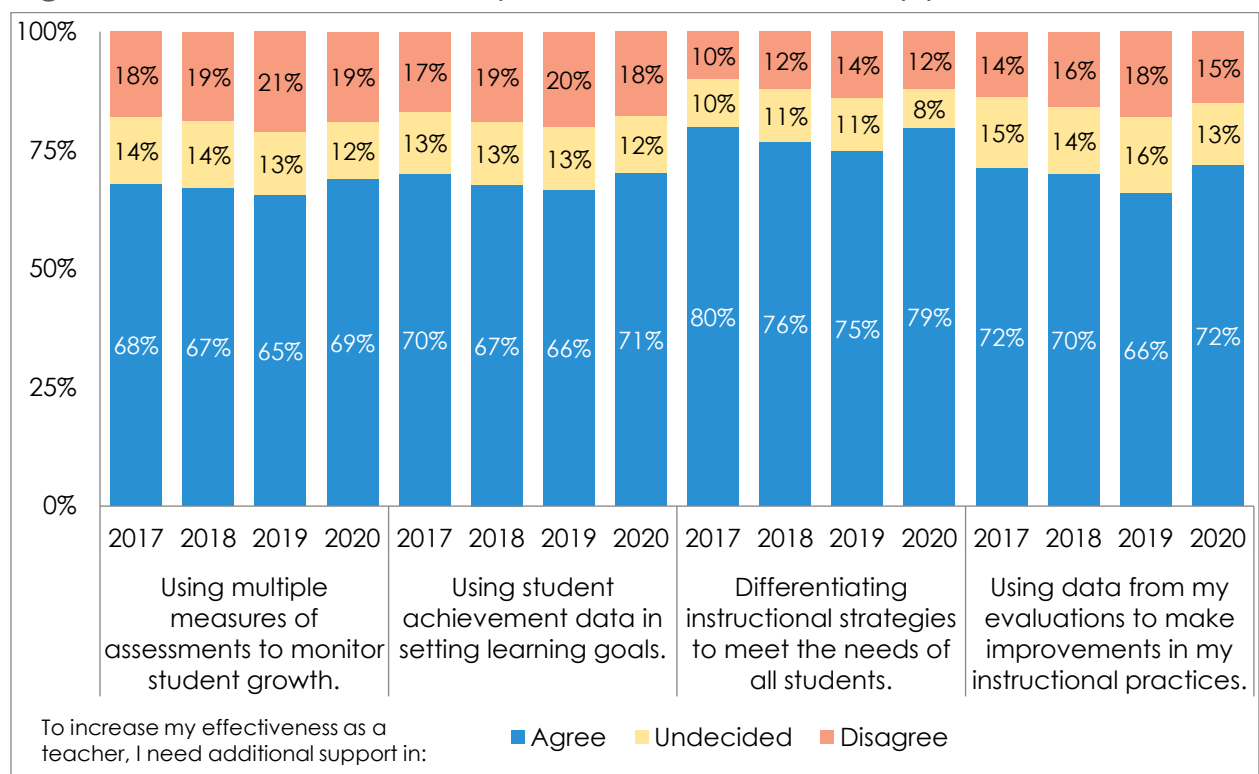


Figure 9-2. Teachers' Perceptions of Additional Support Needed





**Prompted by the COVID-19 pandemic, there are increasing needs for professional development on advancing online learning and using technology for instructional purposes.**

*Given COVID-19, going forward, supporting our teachers will look a little different. Supporting teachers in an online platform will be different. Training or support in online learning would be helpful.*

-Principal

*If we are going to work online for a while, we need to think of what other professional development our teachers and students will need.*

-District Administrator

*We learned that we are not as tech savvy and need more training in technology. We are having to rethink how we teach and test.*

-Teacher

*Moving forward with COVID we will need more professional development on strategies for student engagement in learning...I need to figure out how to support teachers with deeper learning in this new platform.*

-District Administrator

## Summary

Across the years, perceptions of stakeholder groups continue to be highly positive on the quality, usefulness, and relevance of TIF-funded professional development offerings. Principals and teachers increasingly agree that the professional development offerings at their campuses are differentiated to address the specific needs of teachers. However, principals and teachers indicate that there is still a significant need for customized professional development. Further, teachers want greater flexibility in identifying and selecting high quality professional development offerings. In particular, principals and teachers report that they require additional support in the areas of differentiating instructional strategies and using evaluation data to improve instruction. In light of the COVID-19 pandemic, they also underscore the need for professional development on how to provide effective online instruction and use technology platforms.

## V. PROJECT LEVER 3: CAREER PATHWAYS

The third level of H-STEP focuses on developing more consistent career pathways across Harmony's network. This chapter ascertains the extent to which Harmony is accomplishing this goal and focuses particularly on the implementation of micro-credentials, a key effort to create and align career pathways.

### Perceptions of Career Pathways

Harmony provides a variety of opportunities for teachers to become leaders of curriculum development and other instructional initiatives at the campuses. For example, teachers have the opportunity to serve as department chairs, PLC leaders, and mentor teachers.

*H-STEP helps teachers grow through opportunities such as becoming curriculum writers and PLC leads.*

-Teacher

*There are numerous opportunities for teachers to take leadership roles. For instance, they can be PLC leaders, curriculum writing leads, can apply to district committees and serve on them, can serve as a department chair or coordinator. There are numerous opportunities for teachers to demonstrate their leadership.*

-Principal

*H-STEP is giving a clear pathway so that teachers will know about opportunities within the organization. It will help us retain highly qualified teachers in the organization.*

-Central Office Administrator

As Figures 10-1 and 10-2 show, **principals and teachers have increased understanding and clarity around career pathways.** From 2017-18 to 2019-20, the percentages of both principals and teachers who understand what career pathways are available to them are rising (77%, 86%, and 92%, respectively, for principals; 61%, 70%, and 76%, respectively, for teachers).

In addition, **principals and teachers believe they have more opportunities to guide their own career pathway.** In 2019-20, 91% of principals and 82% of teachers agree that they can guide their professional and career development.

**The percentages of principals and teachers who see a connection between evaluation, professional development, and career pathways at their campuses continue to increase.** In 2019-20, 82% of principals and 71% of teachers agree or strongly agree with that statement.

These agreement rates represent eight and ten percentage point increases from 2018-19 respectively and are the highest agreement rates for both groups over the four-year survey period.

Figure 10-1. Principals' Perceptions of Career Pathways

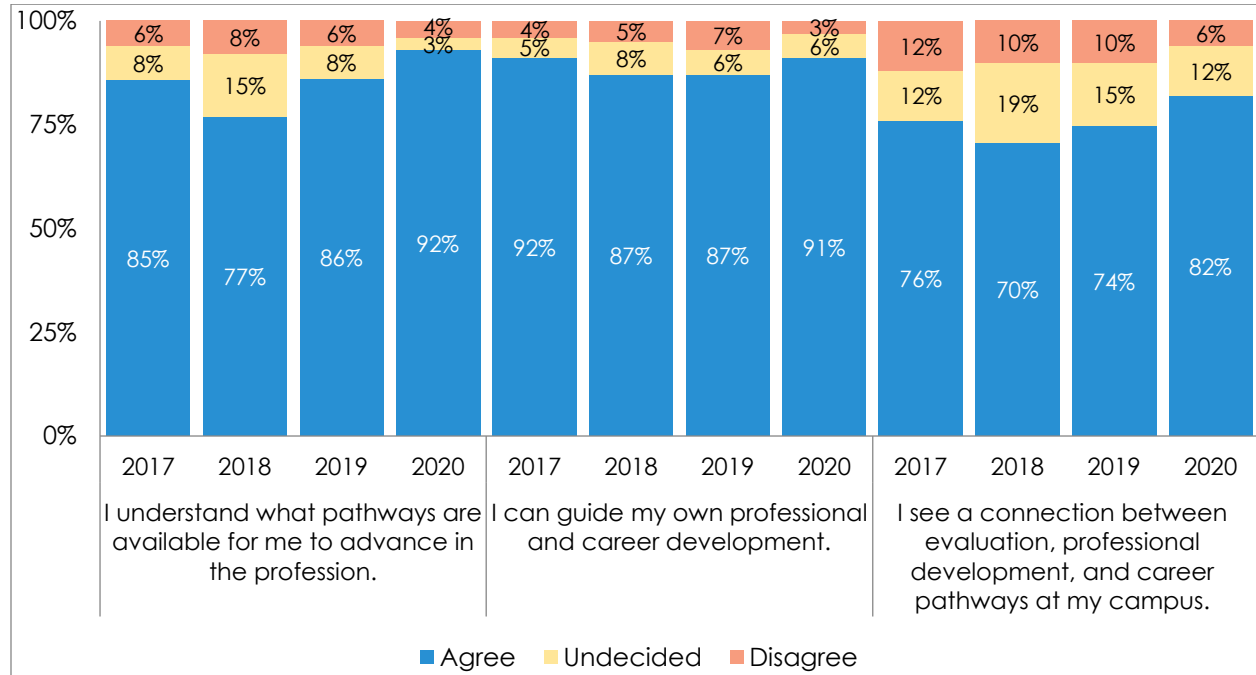


Figure 10-2. Teachers' Perceptions of Career Pathways

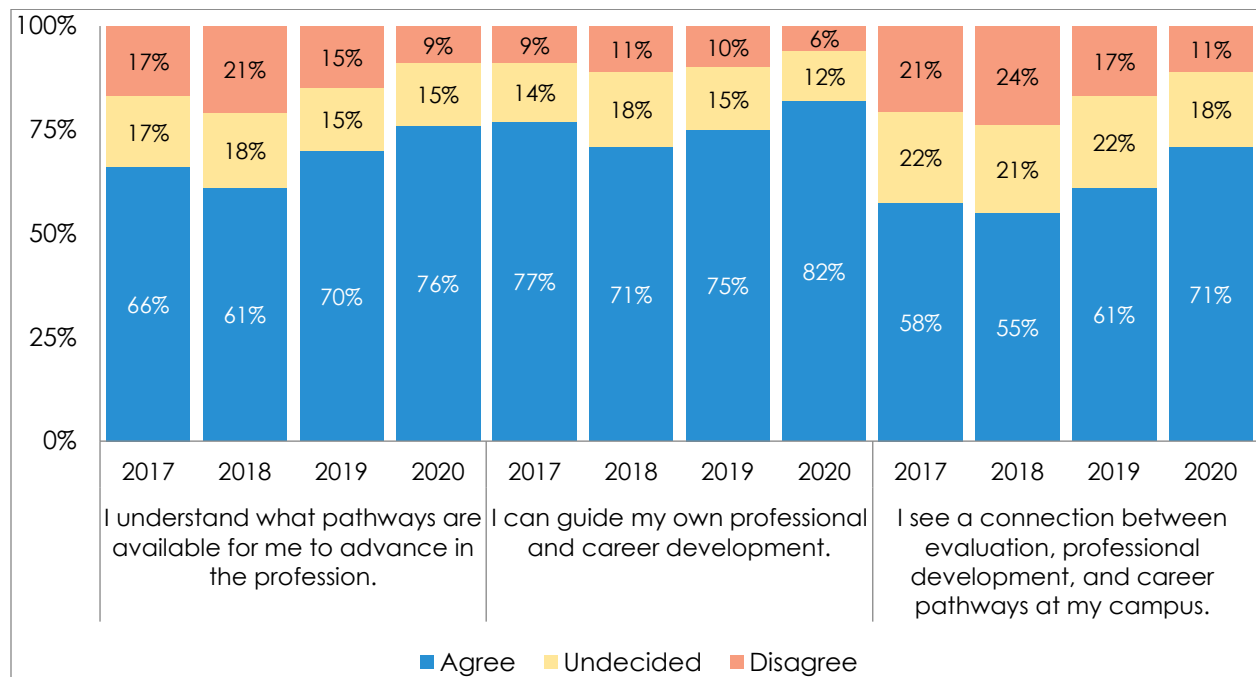
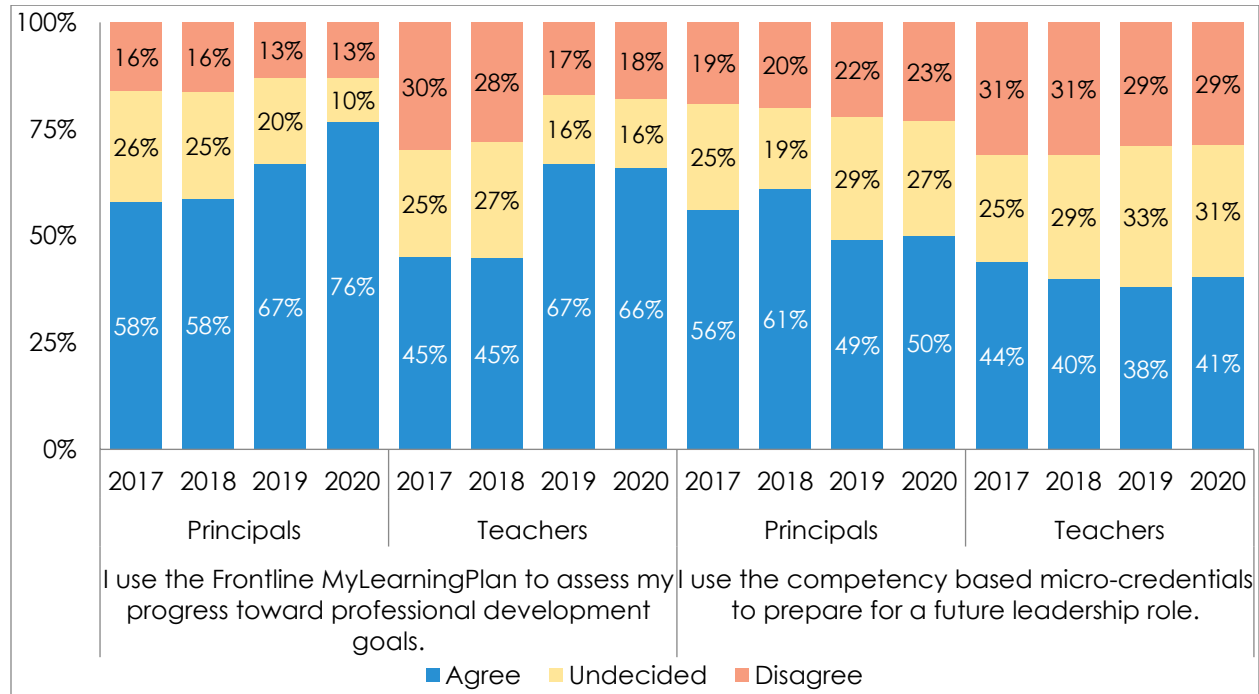


Figure 11 shows that the percentage of principals who use the Frontline MyLearningPlan to assess their progress toward professional development goals increases by nine percentage points from 2018-19 (67%) to 2019-20 (76%). It remains flat for teachers at 67% and 66%, respectively.

Figure 11. Perceptions of Progress Tracking and Micro-Credentials



Note. The question “I use the Frontline MyLearningPlan to assess my progress toward professional development goals” was worded as “I use the new tracking system to assess my progress toward professional development goals” in 2016-17 and 2017-18. The question “I use the competency based micro-credentials to prepare for a future leadership role” was worded as “I use the competency training modules to prepare for a future leadership role” in 2016-17 and 2017-18.

## Micro-Credentialing

### Perceptions of Micro-Credentials

The 2019-20 school year marks the second year of the full implementation of micro-credentials. Figure 11 shows that 50% of principals and 41% of teachers in 2019-20 make use of micro-credentials to prepare for future leadership roles. These numbers represent slight upticks (one percentage point for principals and three percentage points for teachers) from the 2019 survey.

**Interviewees indicate there is an emerging level of awareness and understanding of micro-credentials, which is leading to greater participation in the micro-credentials process.**

*I think there's a better understanding of the importance of micro-credentials. They can develop their skills in a micro-credential environment and with that, they can see the future career opportunities within the system. I know it is being used more and more over the years and we're trying to promote at all levels to get into micro-credentials and earn more credits so that they can be used for career pathways.*

-Central Office Administrator

*Career pathways are something teachers are pursuing and that administrators are supporting. I would want to see them growing. With micro-credentials as an example, we started with just a few and now we have many more.*

-District Administrator

*There has been more of an effort to push the information about micro-credentials this year. I think everyone knows they exist now.*

-District Administrator

*Micro-credentials are something we are getting our feet wet with. They are pushing us a little bit more this year. As a team, we worked to see how we can support each other to see how we can get micro-credentials started.*

-Teacher

Many administrators believe micro-credentials are job-embedded tools that can help meet individual learning needs.

*The micro-credentials are a great tool—how are you making use in the classroom of what you're learning? How are you learning and applying new techniques? It's a phenomenal idea. Micro-credentials set an expectation for teachers to make use of new learning.*

-Central Office Administrator

*The way micro-credentials are set up is very beneficial. Teachers reflect current practices and learn something new to apply. It's new knowledge and very good for teachers who take advantage of it. Teachers learn, reflect, and benefit.*

-District Administrator

*“What's nice is that the micro-credentials are job-embedded and relate to teacher instruction and practice.”*

-Principal

*Micro-credentials provide one of the best tools to increase instruction: hands-on, job-embedded, and very practical. They are chosen based on interest.*

-District Administrator

**There are initial signs of micro-credentials having a positive impact on teacher instruction and administrator practices.**

*Teachers do use micro-credentials, and I think it has impacted the quality of teaching for those who have done them.*

-District Administrator

*I find completing my micro-credentials very useful. I'm happy they have updated the requirements to meet our current needs under these difficult circumstances.*

-Teacher

*I see a lot of benefits. You can pick micro-credentials based on your needs and aspirations. It can help take teachers to the next level in an interest area or improvement level. This can be a really great tool for anyone in the system to look at very specific areas from a different lens.*

-Central Administrator

*I am currently completing a micro-credential and I can see from this experience that it invites reflection and that is always good.*

-District Administrator

For micro-credentials to have a greater impact, some district administrators believe that teachers need more assistance in understanding how to complete the micro-credentials process. They also feel that there should be more opportunities for teachers to receive feedback during the process.

*Micro-credentials provide no feedback to teachers on how they are doing in the process since everything is entered at the end. If teachers don't complete the micro-credential successfully, they get professionally deflated.*

-District Administrator

*There isn't a comprehensive professional development plan to support them on how to do the micro-credentials. More professional development modules on how to complete the micro-credentials are needed.*

-District Administrator

*I think the next step is providing more professional development on micro-credentials as they align to district needs, and also in gauging the impact of micro-credentials.*

-District Administrator

As in 2018-19, there continue to be some concerns the micro-credentials process is time-consuming and cumbersome, and the system is not user-friendly.

*The consensus was teachers are barely able to finish a micro-credential. Summer seems to be the only time. You have an idea and want to jump in on it but there are only 5 classes eligible to choose from. It may not be anything that you are interested in...Most of the time it is not relevant, just busy work. Your time is not worth it.*

-Teacher

*Some begin a micro-credential and have good intentions but teachers become overwhelmed, too much time. A micro-credential is an opportunity but the way it is presented to teachers must change.*

-District Administrator

*We started with all good intentions with micro-credentials. Teachers were ready to start and were to get paid when they finished one. I was trained multiple times on it. However, when you go into it—and they are nicely laid out—I don't know if I have a teacher that finished one. As an administrator, I tried to pull information to see what was happening so I could address it, but the system was not user-friendly for administrators.*

-Principal

*I had a colleague that was trying to do a micro-credential last year. And everybody reviewed it, said it looked great and it kept getting denied. And it deterred me from doing it. It was denied 4 or 5 times and it was something new each time. We saw the stress and I was like, "It isn't worth it."*

-Teacher

*Honestly, it's a good idea. I agree with it. The problem is we have so many things to do. It's hard to find time to do this when we have a thousand things we have to do first in a day. I was talking to my facilitator, why can't they offer this in summer when we have time and can focus on doing that. Well, we can't because most of it has to do with students.*

-Teacher

**The rationale and expectations for pursuing micro-credentials need to be clarified.**

*If you want to introduce something new such as micro-credentials, then explain to us what they are, how to work them, how to access them, and what the benefits are.*

-Teacher (Non-TIF Campus)

*“The micro-credential method is loud and clear, so I know a number of principals are pushing that out. Teachers are definitely getting the message, but the ‘how’ and ‘why’ are not often clear to teachers.”*

-District Administrator

*A lot of teachers view the micro-credentials as an add-on and as a result they do not invest in it. Again, there is no vision cogent or follow up once teachers complete one.*

-District Administrator

*For a greater impact, I would say that there is a high level of frustration to submit and then resubmit. Need to improve on this system. Teachers could also use clearer expectations around micro-credentials that would motivate them to get more completed.*

-Principal

In particular, district administrators suggest teachers need to see more evidence of the relationship between micro-credentials and improved instructional practice.

*Teachers don’t know how micro-credentials will improve their practice or student learning. Right now, we’re on a compliance level.*

-District Administrator

*I think teachers struggle to see how they can schedule micro-credentials and struggle to see it as a part of professional learning. I know teachers are excited to earn an extra \$1,600. How it helps teacher practice is a harder sell.*

-District Administrator

*Teachers use the micro-credentials but it is still growing in its use. Teachers are asking more questions about it. It would be helpful if there are more opportunities to put what teachers learn into practice.*

-District Administrator



In interviews, teachers express mixed feelings about whether the shift to online learning in spring 2020 is beneficial or detrimental to their ability to earn micro-credentials. Some teachers are uncertain about the feasibility of badges that require evidence of student interaction or classroom videos during online learning. Others indicate that they appreciate having the increased flexibility in their schedules to work on micro-credentials. They also value the availability of new modules related to online learning.

*Due to COVID-19, perhaps there can be some changes made to the micro-credentials to where a classroom video is no longer a requirement for many micro-credentials.*

-Teacher

*Being able to complete more micro-credentials would be beneficial. A list was sent out offering a few available that didn't require a video, but it wasn't much. Maybe you can change the video requirement to something different given the current situation.*

-Teacher

*I have more time now for pursuing micro-credential courses, especially for online learning.*

-Teacher

### Earning Micro-Credentials

**In 2019-20, 1,532 educators in Harmony pursued micro-credentials**, including 12 central office administrators, 35 district administrators, 1,026 H-STEP campus educators, and 459 Non H-STEP campus educators.

Table 10 shows that **in 2019-20, Harmony educators earned 612 micro-credentials, three times the number of micro-credentials earned in 2018-19** (201 earned micro-credentials). Of the 612 micro-credentials earned in 2019-20, 60.0% (367 micro-credentials) were granted to H-STEP campus educators, and 38.2% (234 micro-credentials) to Non H-STEP campus educators.

Table 10. Distribution of Earned Micro-Credentials by Educator Group

	2018-19 (N=201)		2019-20 (N=612)	
	Number	Percentage	Number	Percentage
Central Office Administrator	2	1.0%	3	0.5%
District Administrator	3	1.5%	8	1.3%
H-STEP Campus Educator	161	80.1%	367	60.0%
Non H-STEP Campus Educator	35	17.4%	234	38.2%

A number of HPS educators earned multiple micro-credentials. In total, **270 educators in 2019-20 earned at least one micro-credential, 131% greater than the number of educators in 2018-19** (see Table 11).

Table 11. Educators Who Earned At Least One Micro-Credential

	2018-19 (N=117)		2019-20 (N=270)	
	Number	Percentage	Number	Percentage
Central Office Administrator	2	1.7%	3	1.1%
District Administrator	3	2.6%	4	1.5%
H-STEP Campus Educator	85	72.6%	164	60.7%
Non H-STEP Campus Educator	27	23.1%	99	36.7%

Table 12 shows the number of educators and the number of earned micro-credentials. For H-STEP campus educators, 92 earned a single micro-credential, while seven educators earned eight micro-credentials each and one earned nine micro-credentials. In total, **164 educators on H-STEP campuses earned at least one micro-credential**. In addition, 99 educators on Non H-STEP campuses earned at least one micro-credential.

Table 12. Number of Micro-Credentials Earned by Educator Group, 2019-20

Number of Earned Micro Credentials	Central Office Administrators	District Administrators	H-STEP Campus Educators	Non H-STEP Campus Educators
1	3	2	92	51
2	0	1	25	15
3	0	0	17	17
4	0	1	8	6
5	0	0	9	3
6	0	0	3	3
7	0	0	2	0
8	0	0	7	0
9	0	0	1	2
11	0	0	0	1
16	0	0	0	1
<b>Total Number of Educators</b>	<b>3</b>	<b>4</b>	<b>164</b>	<b>99</b>

The 164 H-STEP campus educators earned, on average, 2.24 micro-credentials, and the 99 Non H-STEP educators earned, on average, 2.36 micro-credentials. An independent samples t-test shows that there is not a statistically significant difference in the number of earned micro-credentials between H-STEP campus educators (M=2.24, SD=1.94) and Non H-STEP campus educators (M=2.36, SD=2.32);  $t(261)=0.473$ ,  $p=0.637$ . In other words, **TIF campus educators earned, on average, the same number of micro-credentials as did Non-TIF campus educators**.

Educators are required to submit evidence that they have mastered a competency before earning a micro-credential. It may take several submission attempts before the micro-credential is granted.

As Table 13 shows, **the majority of all micro-credentials were awarded after three or fewer attempts** in 2019-20 (550 out of 612, or 89.9%). This included 124 micro-credentials awarded after one attempt (20.2%), 303 micro-credentials after two attempts (49.5%), and 123 micro-credentials after three attempts (20.1%).

Of the 367 micro-credentials earned by H-STEP campus educators, 69 were earned after one attempt, 186 after two attempts, 72 after three attempts, 29 after four attempts, nine after five attempts, and two after six attempts.

Table 13. Number of Attempts for Earning Micro-Credentials, 2019-20

Number of Attempts	Central Office Administrators	District Administrators	H-STEP Campus Educators	Non H-STEP Campus Educators	Total (N=612)
1	0	0	69	55	124
2	3	5	186	109	303
3	0	2	72	49	123
4	0	1	29	17	47
5	0	0	9	4	13
6	0	0	2	0	2

On average, it took the 164 H-STEP campus educators 2.27 attempts, and the 99 Non H-STEP educators 2.22 attempts, to earn a micro-credential. An independent samples t-test shows that there is no statistically significant difference between H-STEP campus educators ( $M=2.27$ ,  $SD=0.81$ ) and Non H-STEP campus educators ( $M=2.22$ ,  $SD=0.85$ ) with respect to the number of attempts preceding the successful earning of a micro-credential  $t(110)=0.55$ ,  $p=0.58$ . In other words, **it took the same number of attempts for educators on H-STEP and Non H-STEP campuses to earn a micro-credential.**

Table E in the Appendix provides the list of micro-credentials earned by educator group in 2019-20.

## Summary

In 2019-20, principals and teachers have increased understanding and clarity around career pathways. They believe they have greater autonomy than before in guiding their own professional and career development. The percentages of principals and teachers who see a connection between evaluation, professional development, and career pathways at their campuses continue to increase.

The implementation of micro-credentials is a key effort to create and align career pathways at Harmony. In 2019-20, a total of 270 educators earned 612 micro-credentials. There are initial signs of micro-credentials having a positive impact on teacher instruction and administrator practices. However, the rationale and expectations for completing micro-credentials needs more clarity. In particular, teachers need to see more evidence of the relationship between micro-credentials and improved instructional practice.

## VI. PROJECT LEVER 4: FINANCIAL INCENTIVES

This chapter examines the TIF-funded performance bonuses awarded to H-STEP campus educators. It also explores the perceptions of H-STEP principals and teachers on performance-based compensation.

### Performance Bonuses Awarded

During the 2019-20 school year, Harmony distributed 847 TIF-funded performance bonuses to H-STEP campus level educators for a total of \$972,225. The 847 bonuses ranged from \$50 to \$5,000 and the average dollar amount was \$1,148.

Due to COVID-19, both the number of bonuses and the average dollar amount of bonuses decreased across the performance bonus types in 2019-20 (see Table 14). As described in Chapter VII, the cancellation of the state’s STAAR tests affected the awarding of bonuses based on these assessments.

Table 14. Performance Bonuses to TIF Campus Educators

Performance Bonus Type	Year	# of Bonuses	Mean (\$)	Sum (\$)	Min (\$)	Max (\$)	Std. Dev. (\$)
Priority School	2016-17	389	1,028	400,000	156	1,875	526
	2017-18	525	1,048	550,278	147	2,500	580
	2018-19	722	1,045	754,262	125	2,500	580
	2019-20	N/A	N/A	N/A	N/A	N/A	N/A
Principal	2016-17	37	1,684	62,300	100	4,000	995
	2017-18	39	2,421	94,400	800	4,000	1,043
	2018-19	32	3,111	99,550	1,700	4,000	813
	2019-20	32	1,406	4,5000	500	3,000	625
Assistant Principal	2016-17	91	1,426	129,800	300	3,000	872
	2017-18	94	1,960	184,200	800	3,000	751
	2018-19	98	2,476	242,650	900	3,000	590
	2019-20	73	818	5,9750	500	2,000	425
Tested Teacher	2016-17	806	1,714	1,381,700	50	3,000	962
	2017-18	822	1,796	1,475,925	50	3,000	1,004
	2018-19	889	2,415	2,146,950	100	3,000	859
	2019-20	516	1,327	68,4975	50	5,000	734
Non-Tested Teacher	2016-17	N/A	N/A	N/A	N/A	N/A	N/A
	2017-18	143	979	140,000	250	1,000	124
	2018-19	92	970	89,250	500	1,000	110
	2019-20	87	954	83,000	500	1,000	129
Coordinator	2016-17	61	791	48,250	250	2,000	464
	2017-18	44	688	30,250	250	3,000	682
	2018-19	67	2,746	184,000	500	3,000	585
	2019-20	56	1,393	78,000	750	3,000	672
Other Staff	2016-17	439	668	293,250	250	1,000	313
	2017-18	338	818	276,423	125	1,000	261
	2018-19	377	414	156,050	100	1,000	203
	2019-20	83	259	21,500	250	500	47

Compared with the previous years, HPS did not award priority school bonuses in 2019-20. In addition, the number and average size of awards for both tested teachers and other staff decreased dramatically. **Although the numbers of performance bonuses awarded for principals, assistant principals, and coordinators in 2019-20 were comparable to the other years, the average dollar amounts of the bonuses decreased.**

Table 15 focuses on the TIF-funded performance bonuses awarded to principals and teachers on TIF campuses. Whereas a principal or a teacher may receive multiple types of performance bonuses, the data are aggregated at the individual level. The table shows that **relative to the previous years, the number of bonuses is comparable for principals but decreases for teachers, and the average dollar amount of bonuses decreases for both principals and teachers in 2019-20.** These findings are consistent for both the TIF priority campuses and the TIF non-priority campuses.

Table 15. Performance Bonuses to TIF Principals and Teachers

	Year	H-STEP Principals				H-STEP Teachers			
		N	Mean	SD	Diff*	N	Mean	SD	Diff*
All H-STEP Campuses	2016-17 (Y1)	129	1,799	945	Y1 < Y2 Y2 < Y3 Y1 < Y3 Y4 < (Y1, Y2, Y3)	1,023	1,776	1,109	Y1 < Y3 Y2 < Y3 Y4 < (Y1, Y2, Y3)
	2017-18 (Y2)	133	2,508	988		1,192	1,802	1,117	
	2018-19 (Y3)	119	3,295	1,106		1,207	2,541	1,229	
	2019-20 (Y4)	98	1,003	572		663	1,274	695	
H-STEP Priority Campuses	2016-17 (Y1)	26	1,808	1,089	Y1 < Y2 Y2 < Y3 Y1 < Y3 Y4 < (Y1, Y2, Y3)	216	2,029	1,199	Y1 < Y3 Y2 < Y3 Y4 < (Y1, Y2, Y3)
	2017-18 (Y2)	25	2,720	1,114		243	2,061	1,177	
	2018-19 (Y3)	21	4,033	1,152		249	2,877	1,398	
	2019-20 (Y4)	13	731	388		110	1,321	681	
H-STEP Other Campuses	2016-17 (Y1)	103	1,797	911	Y1 < Y2 Y2 < Y3 Y1 < Y3 Y4 < (Y1, Y2, Y3)	807	1,708	1,074	Y1 < Y3 Y2 < Y3 Y4 < (Y1, Y2, Y3)
	2017-18 (Y2)	108	2,459	955		949	1,735	1,092	
	2018-19 (Y3)	98	3,136	1,035		958	2,453	1,166	
	2019-20 (Y4)	85	1,044	585		553	1,265	698	

Note. Principals refers to principals and assistant principals; Teachers refers to classroom teachers, non-classroom teachers (e.g., interventionists, reading specialists), and special programs educators (e.g., ESL/SPED/GT coordinators and teachers) on H-STEP campuses. \* indicates statistically significant differences at the 95% confidence level. To preserve consistency in the analyses over the years, Priority Campus refers to those explicitly enumerated as such in Harmony's 2016 TIF application. Harmony's "Priority Schools program" identifies the 8-9 highest-risk schools (generally based on STAAR achievement over a period of time) and provides more intensive supports and services.

The number of principals who received at least one bonus remained largely comparable across the years (129, 133, 119, and 98, respectively). For teachers, the number held steady for the first three years and drops notably in 2019-20 (1,023, 1,192, 1,207, and 663, respectively).

By contrast, the average dollar amount of the performance bonuses earned by principals increased significantly from 2016-17 to 2018-19, and decreased markedly in 2019-20. On average, a principal received \$1,799 of performance bonuses in 2016-17. In 2017-18, that

number increased by 39.4% (or \$709) to \$2,508. In 2018-19, that number further increased by 31.4% (or \$787) to \$3,295. In 2019-20, it decreased by 69.6% (or \$2,292) to \$1,003. The changes for principals are both statistically and practically significant across the years.

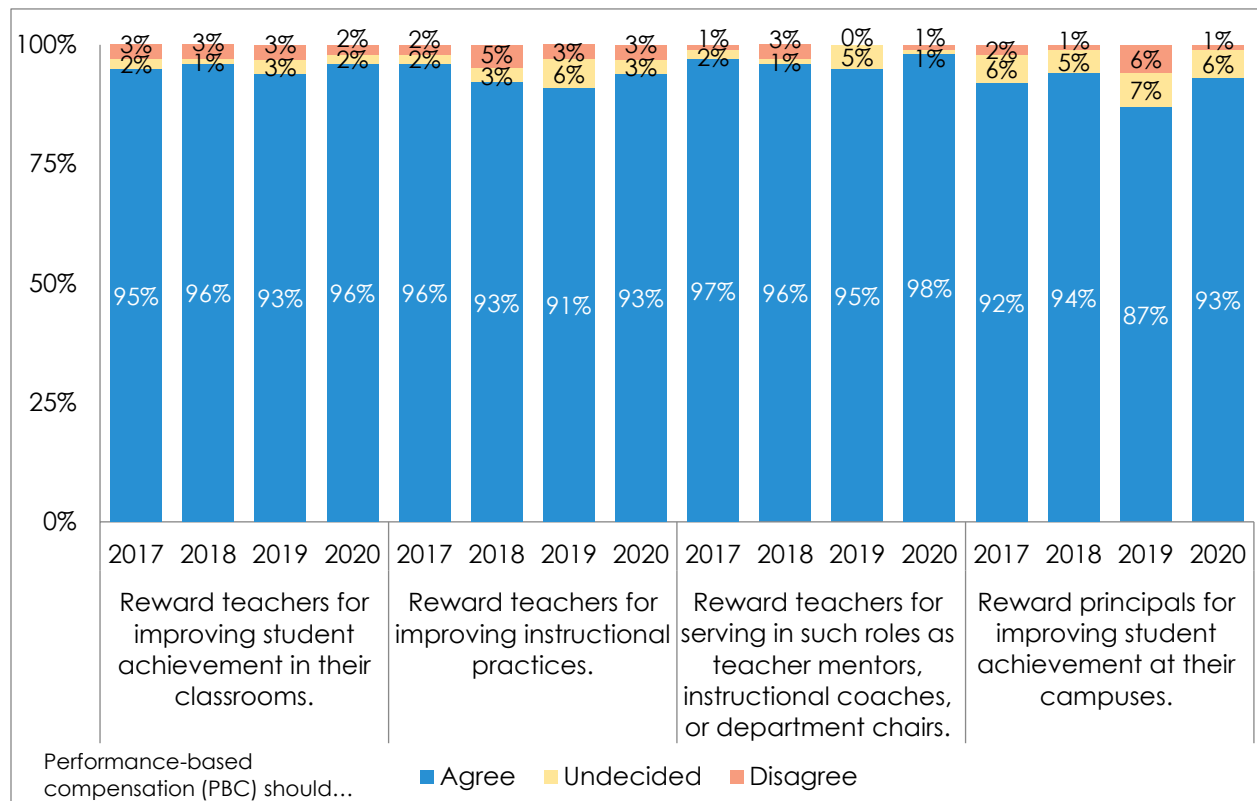
The average dollar amount of performance bonuses earned by teachers increases significantly in 2018-19 after remaining largely flat for the first two years of the H-STEP initiative. In 2019-20, however, the average dollar amount earned by H-STEP teachers decreased by 49.9% (or \$1,267) from \$2,541 in 2018-19 to \$1,274. The changes for teachers are both statistically and practically significant across the years.

## Perceptions of Performance-Based Compensation

Figures 12-1 and 12-2 show that **principals and teachers are highly positive about the concepts underpinning Harmony's performance-based compensation system (PBC)**. Almost all principals (91-98% across the years and survey prompts) agree that teachers should be rewarded for improving student achievement, enhancing instructional practices, and serving in leadership roles. Principals also believe (87-94% across the years) they should be rewarded for improving student achievement (see Figure 12-1).

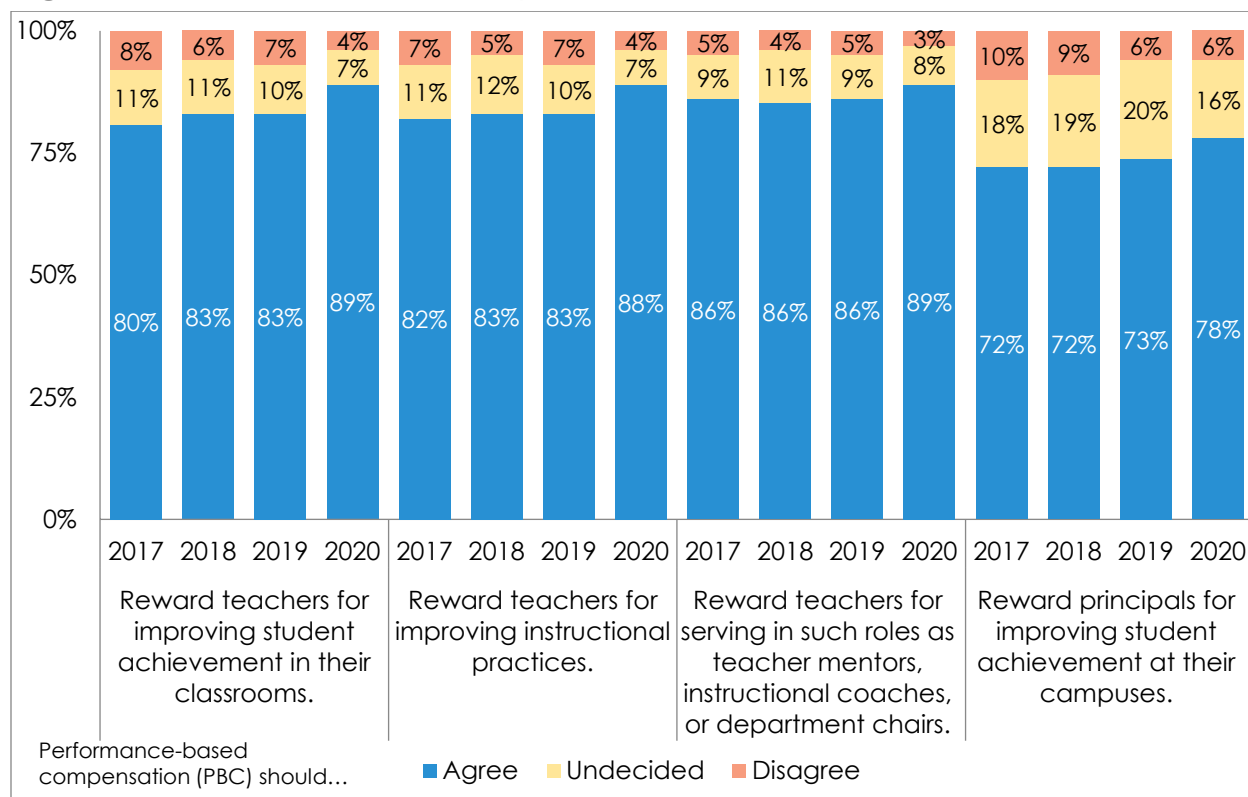
*Principals and teachers are highly positive about the concepts underpinning Harmony's performance-based compensation system.*

Figure 12-1. Principals' Perceptions of PBC



Similarly, a majority of teachers (80-89% across the years and survey prompts) agree that PBC should reward teachers for enhancing student achievement, improving instructional crafts, and taking on additional leadership responsibilities. Approximately three-fourths of teachers also believe that principals should be rewarded for improving student achievement (see Figure 12-2).

Figure 12-2. Teachers' Perceptions of PBC



In interviews and focus groups, many educators agree that PBC is an effective incentive and it encourages principals and teachers to reach their professional goals.

*Financial incentives work really well. This has contributed a lot to the motivation of our teachers and is appreciated by the teachers. Maybe for the first time our teachers feel they are really valuable to the system. Before TIF, I was hearing a lot of complaints from teachers that their voices weren't heard. Giving bonuses and appreciating their job was a very big positive turnout.*

-Central Office Administrator

*I think that PBC has an impact compared to other years. The base salary has increased and there are increasing opportunities for incentives for teachers.*

-District Administrator

*Yes, the incentive impacts in many ways, teacher individual goals, campus goals, and department goals. We are able to reach the many goals through teamwork.*

-Principal

*When you look at the goals we need to meet, it gives you something to shoot for. Personal goals, class goals, it creates buy-in for everyone. A lot of the time we naturally do these things, but for hard-working educators, it is great to have an incentive. Just knowing there is an extra bonus tied to it is a motivator.*

-Teacher

In addition, principals believe that **PBC promotes collaboration among teachers.**

*Collaboration is one of the best features of the grant.*

-Principal

*PBC has been an incentive. In fact, the teachers have become experts in making calculations for what student success is needed to attain a certain bonus level. As a result, teachers collaborate and work together for interventions to achieve goals.*

-Principal

*Yes, it will and has been an incentive. It has also invited more collaboration.*

-Principal

District administrators and principals also believe that **PBC supports the recruitment and retention of campus leaders and teachers.**

*I think it's making an impact. I used to work in another HPS area school with a very high economically disadvantaged student population and other challenges and we were able to keep our teachers. The bonuses had an impact.*

-District Administrator

*Our neighbor district is highly rated. We compete with them every year and incentives are a good way to bring in high quality teachers.*

-Principal

*It does help to recruit. Teachers like to get paid for what matters and it also helps with recruitment. Teachers come from other districts to Harmony due to the incentives. The bonuses help.*

-District Administrator



*As for retention, I think it does help. Bonuses can really make a financial difference for a teacher, and it is good that the criteria are objective.*

-Principal

Some interviewees have concerns regarding the fairness of PBC and the stress that it can cause.

*The criteria are unclear to many teachers and that actually increases frustration not motivation, but some teachers clearly do a better job than others.*

-District Administrator

*One thing I noticed...is it brings a lot of added stress. As an educator, I don't like seeing my colleagues stressed out. It can have potential but has its drawbacks.*

-Teacher

*Maybe we can broaden that bonus to all teachers, especially for specific subject areas. If we are involving other teachers, that would be helpful.*

-Central Office Administrator

*The large majority of our population is ESL. I feel like it is unfair for ESL and intervention.*

-Teacher

## Summary

During the 2019-20 school year, Harmony distributed 847 TIF-funded performance bonuses to H-STEP campus level educators for a total of \$972,225. Due to COVID-19, both the number of bonuses and the average dollar amount of bonuses decreased across the performance bonus types. Relative to the previous years, the number of bonuses in 2019-20 is comparable for principals but decreases for teachers. The average dollar amount of the performance bonuses earned by principals and teachers decreased markedly for both groups. Overall, principals and teachers are highly positive about the concepts underpinning Harmony's performance-based compensation system. Many educators agree that PBC is an effective incentive which encourages principals and teachers to reach their professional goals and supports the recruitment and retention of campus leaders and teachers.

## VII. STUDENT OUTCOMES

This chapter explores trends in NWEA MAP proficiency and growth data, as well as in-year growth and year-to-year changes in student achievement. It also examines HPS educators' perceptions of H-STEP's impact on student achievement.

### Measures of Academic Progress (MAP) Proficiency

From 2015-16 to 2019-20, the difference in MAP scores between TIF campuses and Non-TIF campuses has narrowed in almost all grade levels across tested subjects. As Tables 16 to 19 show, the general trend during this period is that TIF scores have been relatively flat across grade levels while Non-TIF scores have decreased, resulting in the narrowing of the difference. The only exception is Grade 6, where the difference between TIF and Non-TIF campuses has increased in all four subjects.

Since H-STEP's inception in 2016-17, the difference between TIF and Non-TIF campuses in MAP Reading test scores decreased in nine of the 11 tested grades. Grade 10 registered the biggest decrease (6.2 points) while Grade 2 and 6 registered small increases of 0.3 and 0.4 points respectively in 2019-20 (see Table 16). In Language, the difference decreased in seven of the eight tested grades, with Grade 6 registering a small increase of 0.1 points (see Table 17).

The year-to-year comparison by grade in MAP Reading performance is mixed. As Table 16 shows, the 2019-20 Reading scores on TIF campuses are higher in Grades 2 and 4-7, but lower in Grades K-1, 3, and 8-10 compared to the TIF campuses in 2018-19. Similarly, the 2019-20 Reading scores on Non-TIF campuses are higher in Grades 1, 3-5 and 7, but lower in grades K, 2, 6, and 8-10 compared to the Non-TIF campuses in 2018-19. In Language, the year-to-year MAP scores decrease or are flat across grade levels on both TIF and Non-TIF campuses (see Table 17).

Table 16. MAP Reading Averages by School Year, Grade, and TIF Status

Grade	2015-16		2016-17		2017-18		2018-19		2019-20	
	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF
K	141.1	144.6	140.6	144.3	141.1	143.0	140.1	143.3	139.4	142.1
1	159.9	165.7	160.5	165.4	161.2	164.4	160.8	164.3	160.3	164.4
2	177.6	183.7	176.6	180.9	178.1	182.1	173.4	178.6	173.7	178.3
3	187.7	196.0	187.6	194.2	187.6	192.0	187.1	191.6	186.9	191.9
4	196.6	202.3	197.0	204.3	197.1	201.5	197.2	201.2	198.0	201.8
5	205.1	210.3	204.0	210.1	205.2	209.0	204.9	207.6	205.4	208.5
6	209.5	213.4	210.4	215.3	209.7	214.1	209.2	215.4	209.9	215.2
7	214.3	219.7	213.8	220.4	215.0	220.5	214.6	218.5	215.0	219.6
8	218.4	223.3	217.7	224.2	219.1	224.2	219.0	224.1	218.9	222.7
9	223.0	227.5	221.5	227.5	222.0	223.2	222.5	224.3	221.4	223.4
10	226.8	231.5	224.4	231.1	225.3	228.8	225.9	226.2	225.6	226.1

Note. Based on a total of 169,443 valid observations.

Table 17. MAP Language Averages by School Year, Grade, and TIF Status

Grade	2015-16		2016-17		2017-18		2018-19		2019-20	
	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF
3	188.4	195.7	188.2	194.5	188.5	192.5	188.1	192.9	186.8	191.2
4	197.2	202.6	197.1	203.7	197.4	201.8	197.6	200.9	197.0	200.8
5	205.2	210.6	204.4	208.9	205.0	208.9	205.4	207.9	204.4	206.8
6	209.9	212.5	210.0	214.3	208.9	213.1	208.4	214.8	207.3	211.7
7	214.0	218.2	213.1	219.3	214.1	219.3	213.7	217.4	211.8	215.8
8	218.4	223.3	218.1	223.4	218.9	222.9	218.5	224.0	215.7	220.0
9	222.2	226.5	221.1	226.0	221.2	222.7	221.9	223.8	218.2	220.5
10	225.6	229.9	224.4	229.8	224.3	227.6	225.1	226.2	222.5	223.5

Note. Based on a total of 128,337 valid observations.

Looking across the project years, in Math, the difference between TIF and Non-TIF campuses decreased in all tested grades, with Grades 5 and 10 registering the biggest decreases of 4.9 and 5.6 points respectively (see Table 18). In Science, the difference decreases in four of the five tested grades, with the exception being Grade 6 which increases marginally by 0.9 points (see Table 19).

In Math, the year-to-year comparison shows that the 2019-20 scores on TIF campuses are higher in Grades 2, 4, and 5, flat in Grade 6, and lower in Grades K-1, 3, and 7-10 compared to the TIF campuses in 2018-19. The corresponding comparison on Non-TIF campuses shows the 2019-20 scores are higher in Grades 1, 2, 4 and 10, flat in Grades 7 and 9, and lower in grades K, 3, 5-6, and 8 compared to the Non-TIF campuses in 2018-19 (see Table 18). In Science, the year-to-year MAP scores decrease or are flat across grade levels on both TIF and Non-TIF campuses (see Table 19).

Table 18. MAP Math Averages by School Year, Grade, and TIF Status

Grade	2015-16		2016-17		2017-18		2018-19		2019-20	
	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF
K	137.1	142.7	136.7	141.2	136.9	139.5	136.8	140.8	136.3	139.5
1	159.6	165.5	160.5	165.7	160.8	164.3	161.3	164.1	161.0	164.8
2	180.6	186.8	179.4	183.9	180.4	183.6	174.6	178.3	175.4	179.3
3	189.3	196.1	188.8	194.4	189.2	192.6	189.0	192.1	188.4	191.9
4	201.1	207.8	201.0	207.3	201.5	203.9	201.3	203.7	201.7	204.7
5	212.3	217.6	210.9	217.7	211.6	215.0	210.0	213.6	210.9	212.8
6	215.9	219.3	216.3	221.1	215.5	220.2	214.6	220.0	214.6	219.2
7	224.4	229.6	222.7	230.7	223.9	230.0	223.1	228.1	222.7	228.1
8	230.5	236.5	230.3	237.8	231.2	235.7	229.9	235.3	229.2	233.6
9	236.9	243.7	236.0	241.8	235.4	236.6	235.8	236.0	233.2	236.0
10	241.7	248.6	240.3	248.1	239.6	244.6	239.5	238.8	238.4	240.6

Note. Based on a total of 169,696 valid observations.

Table 19. MAP Science Averages by School Year, Grade, and TIF Status

Grade	2015-16		2016-17		2017-18		2018-19		2019-20	
	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF
4	195.8	199.4	196.4	200.3	195.8	198.3	196.1	198.7	195.9	198.0
5	202.7	205.4	201.7	204.9	202.4	204.1	202.5	205.1	202.2	204.3
6	206.1	207.7	206.7	209.4	206.2	207.9	206.2	210.0	205.8	209.4
7	208.6	212.2	207.4	212.4	209.4	211.3	209.3	212.5	209.2	212.1
8	211.3	215.8	211.8	216.6	212.7	214.5	212.9	216.8	212.7	216.3

Note. Based on a total of 85,281 valid observations.

**In 2019-20, the MAP scale scores for students on TIF campuses in Grades 7 and above exceed the 2020 national norms across tested subjects (except for Grade 7 Language).** From Grades K-7, TIF campuses perform close to the national norms, except for on Science (see Table 20). Students attending Non-TIF campuses routinely outperform the national norms on MAP assessments from the earliest tested grades.

**Harmony students on both TIF and Non-TIF campuses continue to outperform the national norms at all grade levels on the MAP Science assessment,** a credit to the network’s focus on STEM education.

Table 20. MAP Averages by Grade and TIF Status Relative to National Norms, 2019-20

Grade	Reading			Language			Math			Science		
	HPS		2020 National Norm	HPS		2020 National Norm	HPS		2020 National Norm	HPS		2020 National Norm
	TIF	Non-TIF		TIF	Non-TIF		TIF	Non-TIF		TIF	Non-TIF	
K	139.4	142.1	136.7	N/A	N/A	N/A	136.3	139.5	139.6	N/A	N/A	N/A
1	160.3	164.4	155.9	N/A	N/A	N/A	161.0	164.8	160.1	N/A	N/A	N/A
2	173.7	178.3	172.4	N/A	N/A	N/A	175.4	179.3	175.0	N/A	N/A	N/A
3	186.9	191.9	186.6	186.8	191.2	187.7	188.4	191.9	188.5	N/A	N/A	N/A
4	198.0	201.8	196.7	197.0	200.8	197.3	201.7	204.7	199.6	195.9	198.0	194.7
5	205.4	208.5	204.5	204.4	206.8	204.2	210.9	212.8	209.1	202.2	204.3	200.2
6	209.9	215.2	210.2	207.3	211.7	209.4	214.6	219.2	214.8	205.8	209.4	203.9
7	215.0	219.6	214.2	211.8	215.8	212.7	222.7	228.1	220.2	209.2	212.1	206.6
8	218.9	222.7	218.0	215.7	220.0	215.5	229.2	233.6	224.9	212.7	216.3	209.6
9	221.4	223.4	218.9	218.2	220.5	216.7	233.2	236.0	226.4	N/A	N/A	N/A
10	225.6	226.1	221.5	222.5	223.5	218.8	238.4	240.6	229.1	N/A	N/A	N/A

Note. In previous years' reports, Harmony MAP average scores were compared to the 2015 MAP growth norms. This year's table reflects the recently released 2020 MAP growth norms.

As in the 2018-19 report, CTAC compared the performance of HPS students with consecutive fall MAP assessment scores from 2015-16 to 2019-20 with the performance of all HPS students in those corresponding grades. Specifically, CTAC selected students in grades K-6 who took a MAP assessment in 2015-16, remained in HPS, and took the MAP assessment each of the ensuing four years. The comparison group includes all students in grades K-6 who took the MAP assessment in 2015-16, all students in grades 1-7 who took the assessment in 2016-17, and so forth, up to and including all students in grades 4-10 in 2019-20.

In 2015-16, the MAP average scale scores of the students with consecutive scores were lower than the average scores recorded by all students in corresponding grades on both TIF and Non-TIF campuses, except in the case of Science on TIF campuses (see Table 21). By 2018-19, the students with consecutive scores on TIF and Non-TIF campuses outperformed the comparison group at their campuses in each of the four tested subjects. The students with consecutive scores outperformed the comparison group by an even greater difference in 2019-20.

Table 21. Fall MAP Exam Scale Score Averages

School Year	Reading*		Math		Language		Science	
	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF	TIF	Non-TIF
Fall Scores (students with consecutive scores from 2015-16 to 2019-20)								
2015-16	183.2	190.0	186.2	193.0	198.6	204.9	196.7	198.3
2016-17	194.2	202.3	198.8	207.2	206.1	212.4	203.2	204.4
2017-18	203.3	209.8	209.3	215.6	212.5	217.3	207.6	208.9
2018-19	210.0	215.8	217.2	223.4	217.6	222.3	212.1	213.8
2019-20	216.1	221.0	224.4	230.2	219.2	223.0	215.8	218.8
Fall Scores (all students in corresponding grades)								
2015-16	185.2	190.9	188.2	194.2	201.0	205.8	195.8	199.4
2016-17	195.2	200.1	199.8	204.7	207.0	212.1	201.9	204.9
2017-18	203.6	207.2	209.9	212.9	211.9	216.5	206.3	207.5
2018-19	208.5	212.3	215.7	218.9	214.9	219.9	209.3	212.5
2019-20	213.3	216.6	221.2	224.8	216.2	219.8	212.7	216.3

\* For Reading, the number of valid observations is 40,352 in the top half of the table and 97,439 in the bottom half of the table.

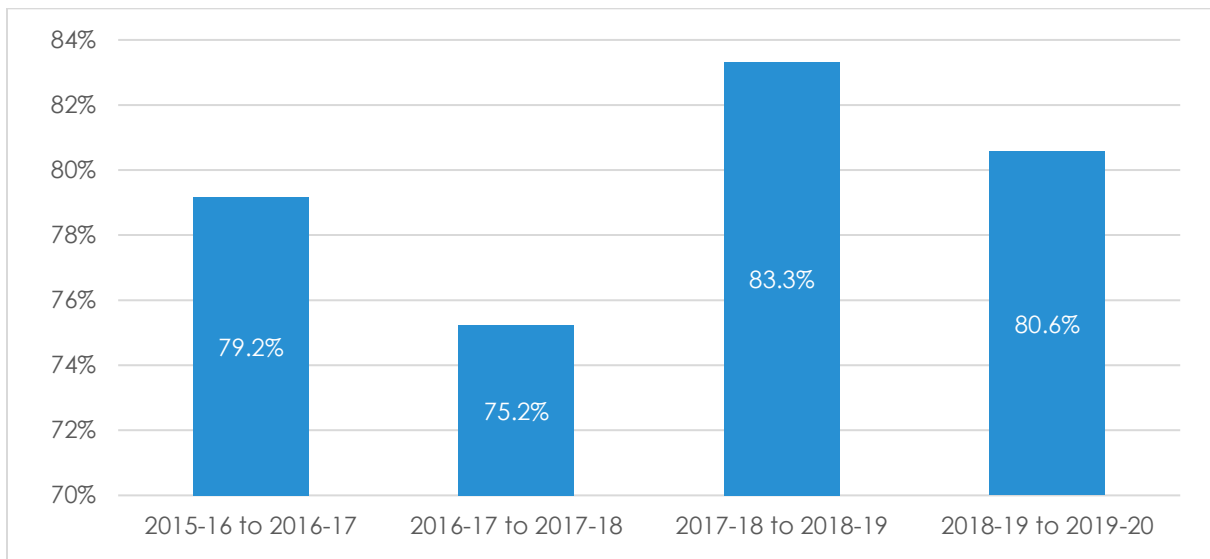
For example, the average MAP Reading score of the comparison group on TIF campuses in 2015-16 was 185.2. For students with consecutive scores, the average score was 183.2 (i.e., 2 points *lower* than the comparison group). By 2018-19, students with consecutive scores surpassed the comparison group. The average score of the comparison group in that year was 208.5 while students with consecutive scores had an average score of 210 (i.e., 1.5 points *higher* than the comparison group). In 2019-20, the average scores were 213.3 and 216.1 respectively, with the difference increasing to 2.8 points.

*Students enrolled at HPS from 2015-16 to 2019-20 for five consecutive years are—on average—lower achieving in 2015-16 but higher achieving after sustained exposure to the HPS model when compared to all students in corresponding grades.*

Table 21 shows that students enrolled at HPS from 2015-16 to 2019-20 for five consecutive years are—on average—lower achieving in 2015-16 but higher achieving after sustained exposure to the HPS model when compared to all students in corresponding grades.

As Figure 13 shows, HPS has retained more than 75% of its students on a year-over-year basis since 2015-16.<sup>4</sup> During the years under study, the student retention rate rose to a high of 83.3% in 2018-19. The student retention rate for 2019-20 is 80.6%.

Figure 13. Student Retention Rates of HPS Campuses

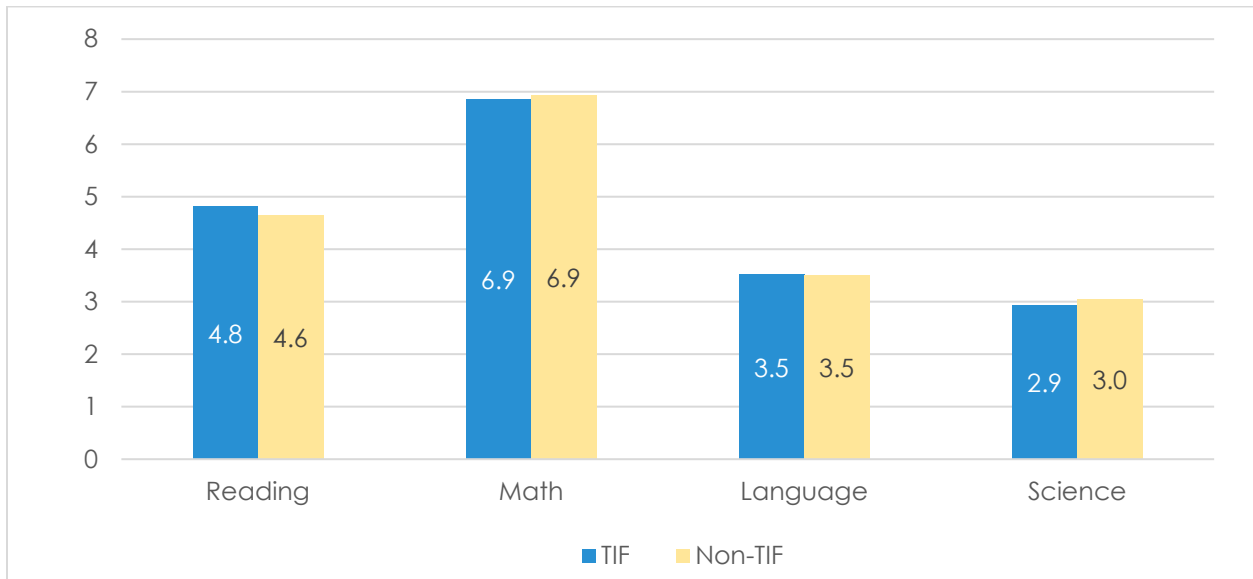


## MAP Fall to Winter Growth

**Despite higher percentages of English Learners and economically disadvantaged students, TIF campuses exhibit as much in-year growth as Non-TIF campuses in 2019-20.** The growth in scale scores between the fall and winter administrations of the MAP assessment shows that students attending TIF campuses make similar progress as compared with their counterparts on Non-TIF campuses. Across the four subject areas, math registers the highest growth while science the lowest (see Figure 14). This finding is consistent with analyses from previous years.

<sup>4</sup> To calculate student retention, CTAC excluded students enrolled in terminal grades from the baseline year calculation as those students are not eligible to return in ensuing years. Three HPS schools—Harmony Science Academy – Lubbock, Harmony Science Academy – Odessa, and Harmony Science Academy – Bryan—do not feed into Harmony high schools. Consequently, grade 8 students on those campuses were considered ineligible for re-enrollment for the purpose of this analysis.

Figure 14. Fall to Winter Growth in MAP Scale Scores, 2019-20



**MAP performance and in-year growth vary among racial and ethnic groups.** Figure 15 shows 2019-20 winter MAP Reading and Math scale scores on TIF campuses by racial and ethnic groups. For each of the columns, the winter scale score includes the fall scale score and the fall to winter growth. Asian students achieve the highest scores on both the Reading and Math assessments, with Black and Hispanic students scoring 7.5 and 7.6 points lower in reading, and 11.8 and 9.1 points lower in math. White students register the highest fall to winter growth in both Reading and Math with 5.6 and 7.8 points, respectively. The fall to winter growth for reading and math for Black and Hispanic students is lower (5.0 and 4.6 points for reading, and 7.0 and 6.6 for math, respectively), leading to a widening in performance gaps between racial and ethnic groups.

Figure A in the Appendix provides the disaggregated fall scores and fall to winter growth in MAP Reading and Math scale scores at the district level for TIF campuses in 2019-20.

### MAP Growth Targets

Figure 16 shows the percentage of students who reach their expected MAP growth targets. **In 2019-20, 52.0% and 58.4% of students on TIF campuses met their growth targets in Reading and Math respectively, compared to 51.7% and 58.3% of students on Non-TIF campuses.**

Figure 15. Fall Scores and Fall to Winter Growth in MAP Reading and Math Scale Scores, by Racial and Ethnic Groups, TIF Schools, 2019-20

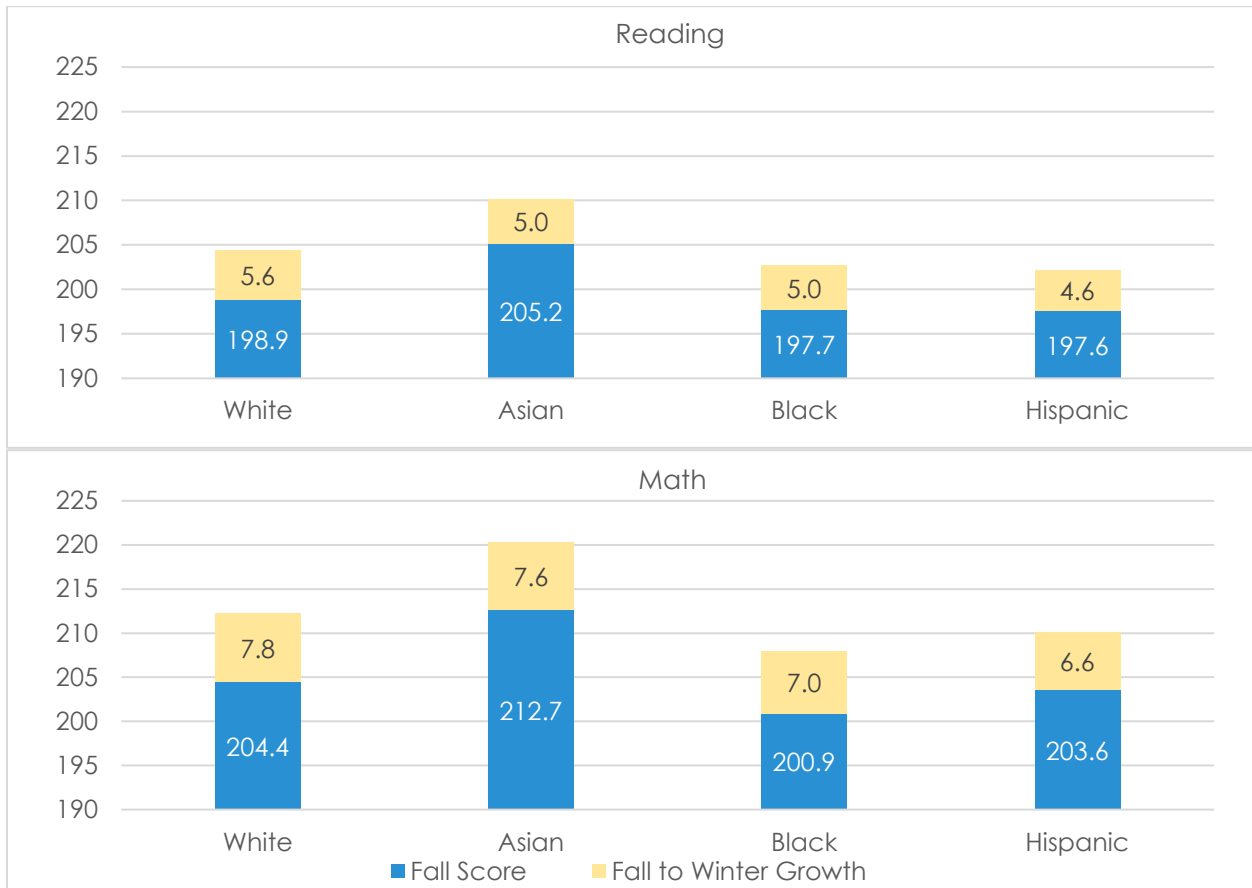
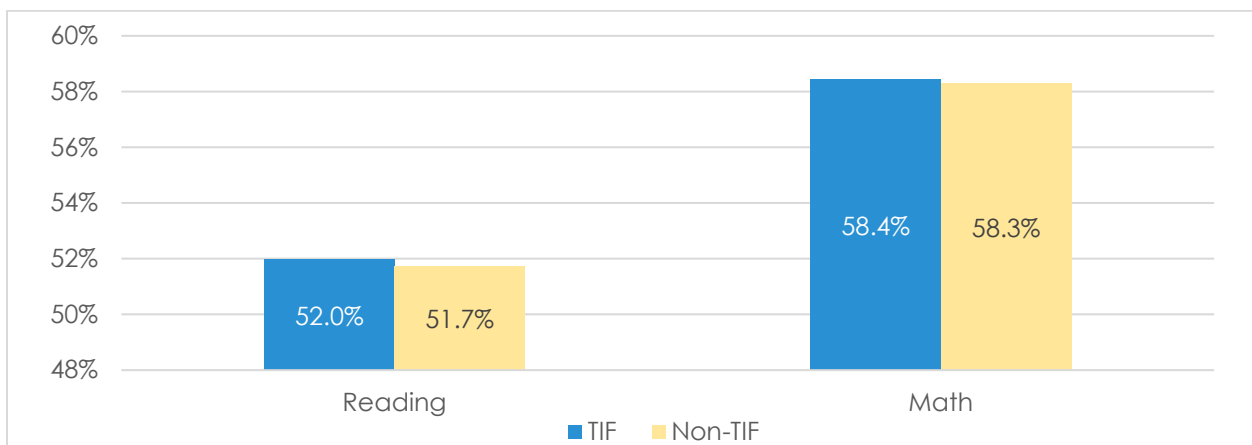


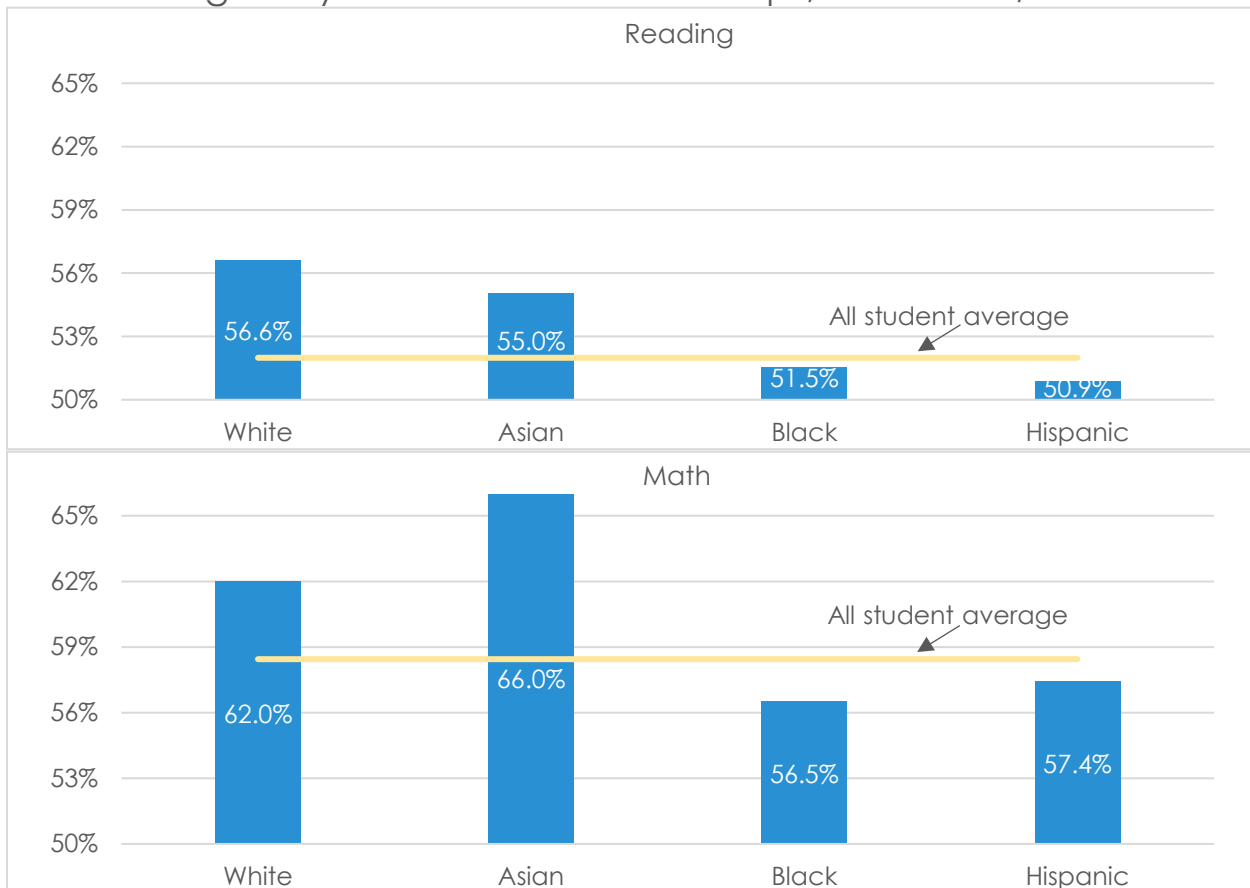
Figure 16. Percent of Students that Met MAP Growth Targets in Reading and Math, 2019-20





**MAP growth target attainment varies among student groups.** Figure 17 shows that White and Asian students on TIF campuses exhibit higher percentages of growth target attainment than the all student average of TIF campuses in both Reading and Math. The percentages of Black and Hispanic students meeting their growth target attainment are lower than the all student average.

Figure 17. Percent of Students that Met MAP Reading and Math Growth Targets by Racial and Ethnic Groups, TIF Schools, 2019-20



## Perceptions of H-STEP's Impact on Student Achievement and Closing Student Achievement Gaps

Consistent with the findings on the student achievement data, HPS educators recognize variations in student achievement within and across the campuses. Educators identify a range of factors they believe contribute to these variations.

*I would say the idea of the longer students stay with Harmony, the better they are.  
This was a huge revelation and it helps us retain our students.*

-Central Office Administrator

*We do receive a lot of other students from other schools. They did not start at Harmony. This is one of the main reasons for variations.*

-Principal

*I think it varies pretty significantly based on the classrooms I am seeing. We are building more professional development around the use and analysis of student work samples. I think the gap closes as we help push the level of thinking for students.*

-District Administrator

*Across grade levels, I see more of a jump from grade 7 to grade 8—there is a bigger increase across those grades.*

-Principal

**Harmony educators are concerned that conditions related to COVID-19 are exacerbating learning gaps.**

*We have a particular focus in closing the achievement gap in language learners. We try to use home language as a strength to scaffold student's academic success. We use home language skills as a factor in attacking new words and concepts.*

-District Administrator

*There are more gaps in teaching Special Education students. There is less one-to-one support with remote learning than the campus provides when the students are onsite.*

-Teacher

*Distance learning...has exacerbated the inequalities we do see in our schools...We struggle to close the gap for ELs and SPED students. Those are the biggest. It's gotten better, but there is still a ways to go.*

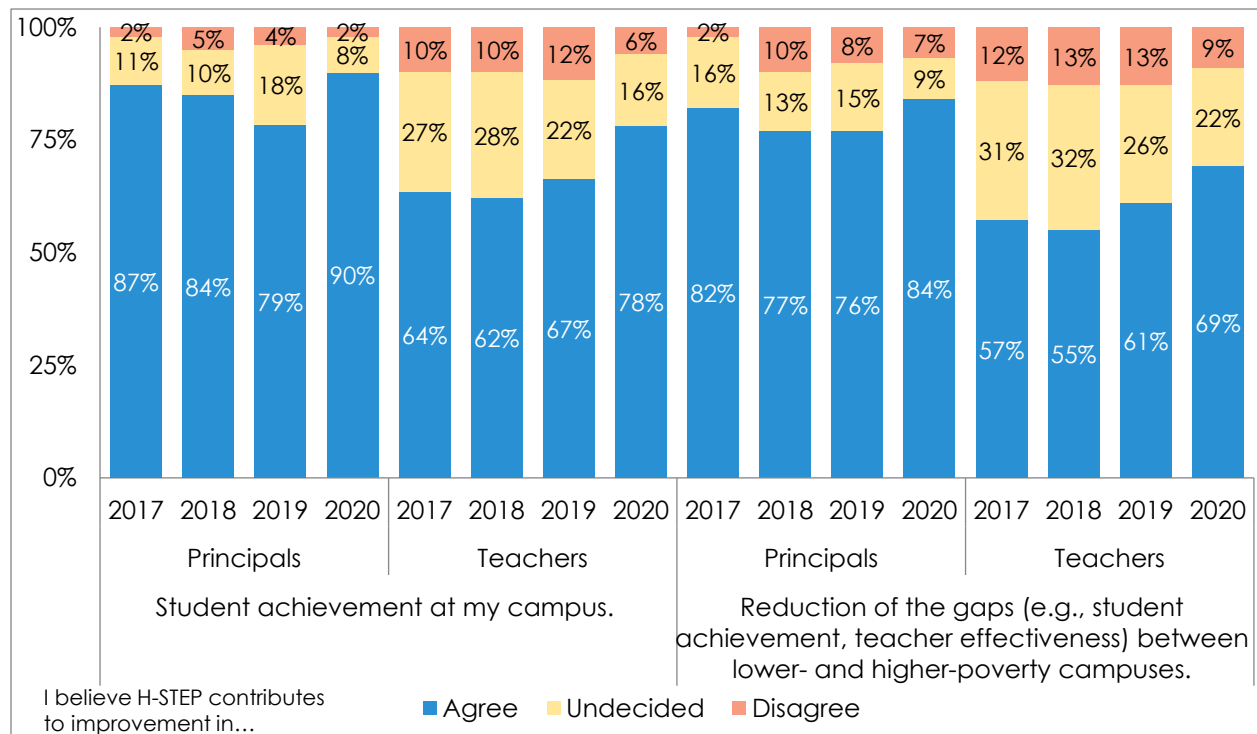
-District Administrator

*My students are economically disadvantaged, and mostly speak languages other than English at home. In addition, they are all Special Education students. Their learning and progress have been impacted by COVID-19 and I believe most gains achieved earlier in the year have been wiped out.*

-Teacher

Compared to last year, both principals and teachers are more positive that H-STEP contributes to improvement in student achievement and reductions in student achievement gaps (see Figure 18). The percentages of principals and teachers who agree that H-STEP helps to improve student achievement increase from 79% and 67% in 2018-19 to 90% and 78% in 2019-20, respectively. In addition, the percentages of principals and teachers who believe that H-STEP contributes to a reduction in student achievement gaps between lower- and higher-poverty campuses (i.e., those likely to be classified as TIF campuses and those likely to be classified as Non-TIF campuses) increase from 76% and 61% in 2018-19 to 84% and 69% in 2019-20, respectively.

Figure 18. Perceptions of H-STEP’s Impact on Student Achievement and Reduction of Student Achievement Gaps



Interviewees elaborate on their belief that H-STEP contributes to improvement in student achievement.

*H-STEP is helping student achievement. The non-core teachers are more bought in. This is a real change. Seeing students more engaged in non-core subjects is a product of H-STEP. This because the non-core teachers now have their own PLCs.*

-Central Office Administrator

*There has been growth every year and we have come a long way quickly. Students are passing more tests.*

-Principal

*In terms of macro-level trends, I have seen that more students are hitting the baseline level of proficiency—so now we are aiming higher. In classrooms, teachers are given specific and individual feedback and having important goal-setting conversations to reach those goals.*

-District Administrator

*When we know what our personal goals are, a lot of our goals are tied together, so we are pushing each other. Helping each other to increase student performance.*

-Teacher

## Summary

From 2015-16 to 2019-20, the difference in MAP scale scores between TIF campuses and Non-TIF campuses has narrowed in almost all grade levels across tested subjects. The decrease in difference is largely due to the relatively flat growth on TIF campuses and a decline in scores on Non-TIF campuses. In 2019-20, the MAP scale scores for students on TIF campuses in Grades 7 and above exceeded the 2020 national norms across tested subjects, except for Grade 7 Language. On Non-TIF campuses, students outperformed the 2020 national norms from the earliest tested grades.

Harmony students on both TIF and Non-TIF campuses continue to outperform the national norms at all grade levels on the MAP Science assessment, a credit to the network's focus on STEM education.

CTAC compared the performance of HPS students with consecutive fall MAP assessment scores from 2015-16 to 2019-20 with the performance of all HPS students in those corresponding grades. Students enrolled at HPS from 2015-16 to 2019-20 for five consecutive years are—on average—lower achieving in 2015-16 but higher achieving after sustained exposure to the HPS model when compared to all students in corresponding grades.

Students on TIF campuses exhibit as much in-year growth on the MAP assessment as their peers on Non-TIF campuses in 2019-20. The in-year growth, however, varies among racial and ethnic groups, resulting in a widening of performance gaps. A similar percentage of students on TIF campuses and Non-TIF campuses met their fall to winter MAP growth targets in both Reading and Math in 2019-20, although the MAP growth target attainment also varies among racial and ethnic groups.

Consistent with the findings from the student achievement data, HPS educators recognize variations in student achievement within and across the campuses. Compared to 2018-19, both principals and teachers are more positive that H-STEP contributes to improvement in student achievement and reductions in student achievement gaps.

## VIII. EDUCATOR OUTCOMES

This chapter explores the evaluation, recruitment, and retention of teachers and principals. It also examines teachers' and principals' perceptions of their evaluations and the impact of H-STEP on educator recruitment and retention.

### A. Educator Evaluation

#### 1. Teacher Evaluation

Table 22 compares the overall observation ratings for teachers on TIF and Non-TIF campuses from 2014-15 through 2019-20. **Across the years, the average observation ratings for teachers have increased consistently on TIF campuses.**

In addition, **in 2019-20, the average rating for teachers on TIF campuses is higher than for teachers on Non-TIF campuses and the difference is statistically significant.** Previously, there have been no statistically significant differences on the observation ratings between TIF and Non-TIF teachers from 2014-15 to 2018-19.

Table 22. Distribution of Overall Observation Ratings: TIF vs. Non-TIF

Year	Campus Type	N of Teachers	Distribution of Observation Ratings				Average Rating
			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	
2014-15	TIF	115	1.7%	47.8%	47.8%	2.6%	2.51
	Non-TIF	30	13.3%	33.3%	50.0%	3.3%	2.43
2015-16	TIF	1,326	5.2%	31.4%	57.6%	5.8%	2.64
	Non-TIF	308	7.5%	30.5%	51.0%	11.0%	2.66
2016-17	TIF	1,663	3.8%	30.4%	57.8%	8.1%	2.70
	Non-TIF	396	4.5%	29.3%	52.8%	13.4%	2.75
2017-18	TIF	1,716	2.0%	28.3%	57.9%	11.8%	2.79
	Non-TIF	593	3.4%	27.7%	57.5%	11.5%	2.77
2018-19	TIF	1,734	2.7%	24.8%	59.2%	13.4%	2.84
	Non-TIF	640	1.7%	25.0%	61.1%	12.2%	2.84
2019-20*	TIF	1,690	1.8%	22.0%	61.1%	15.0%	2.89
	Non-TIF	714	2.5%	24.1%	60.8%	12.6%	2.83

Note. The average ratings are calculated based on a four-point Likert scale: 1= Ineffective; 2 = Effective: Emerging; 3 = Effective: Proficient; 4 = Highly Effective. \* Indicates the difference is significant at the 95% confidence level.

According to the H-TESS rubric, HPS teachers are rated on five indicators: 1c: setting instructional outcomes, 2c: managing classroom procedures, 3b: using questioning and discussion techniques, 3c: engaging students in learning, and 3d: using assessment in instruction. Table 23 shows the ratings on each individual indicator over the years.

Table 23. Observation Ratings by Indicator: TIF vs. Non-TIF

Indicator	School Year	TIF Schools					Non-TIF Schools				
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Average Rating	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Average Rating
Setting Instructional Outcomes	2014-15	1.8%	30.1%	61.1%	7.1%	2.73	13.3%	33.3%	40.0%	13.3%	2.53
	2015-16	3.8%	27.3%	54.3%	14.5%	2.79	6.6%	27.7%	47.5%	18.2%	2.77
	2016-17*	2.7%	27.2%	52.3%	17.9%	2.85	3.6%	24.1%	45.7%	26.6%	2.95
	2017-18*	1.7%	26.4%	46.9%	24.9%	2.95	3.0%	20.6%	47.2%	29.2%	3.03
	2018-19	1.8%	23.0%	44.3%	30.9%	3.04	1.1%	27.8%	40.9%	30.2%	3.00
	2019-20	1.3%	13.9%	61.0%	23.8%	3.07	2.2%	17.8%	52.2%	27.7%	3.05
Managing Classroom Procedures	2014-15	1.7%	29.6%	53.0%	15.7%	2.83	3.3%	30.0%	46.7%	20.0%	2.83
	2015-16	2.2%	27.6%	55.5%	14.7%	2.83	4.2%	27.1%	47.1%	21.6%	2.86
	2016-17	2.4%	25.7%	53.5%	18.4%	2.88	3.8%	24.5%	44.7%	27.0%	2.95
	2017-18	1.9%	25.5%	44.6%	28.0%	2.99	1.9%	24.3%	47.0%	26.8%	2.99
	2018-19	1.7%	22.5%	46.3%	29.5%	3.04	2.0%	20.0%	49.5%	28.4%	3.04
	2019-20	1.2%	17.2%	57.9%	23.7%	3.04	1.4%	16.5%	62.9%	19.2%	3.00
Using Questioning and Discussion Techniques	2014-15	1.8%	49.6%	41.6%	7.1%	2.54	10.0%	43.3%	36.7%	10.0%	2.47
	2015-16	5.2%	34.9%	51.2%	8.7%	2.63	7.3%	34.4%	46.4%	11.9%	2.63
	2016-17	3.8%	33.8%	50.4%	12.0%	2.71	4.1%	37.8%	44.0%	14.1%	2.68
	2017-18	2.3%	36.8%	44.5%	16.4%	2.75	4.6%	39.1%	39.0%	17.4%	2.69
	2018-19*	3.1%	33.0%	46.6%	17.2%	2.78	3.1%	37.5%	44.8%	14.5%	2.71
	2019-20	1.7%	25.2%	60.2%	12.8%	2.84	2.4%	26.1%	60.5%	11.0%	2.80
Engaging Students in Learning	2014-15	0.9%	35.7%	53.0%	10.4%	2.73	10.0%	33.3%	26.7%	30.0%	2.77
	2015-16	4.2%	31.0%	52.3%	12.5%	2.73	5.9%	28.8%	48.0%	17.3%	2.77
	2016-17	2.5%	30.0%	51.9%	15.6%	2.81	5.6%	26.3%	48.6%	19.5%	2.82
	2017-18*	1.6%	26.7%	46.9%	24.8%	2.95	2.4%	28.3%	48.6%	20.7%	2.88
	2018-19	1.7%	25.2%	47.8%	25.3%	2.97	1.6%	28.0%	45.5%	25.0%	2.94
	2019-20*	0.7%	18.8%	59.3%	21.3%	3.01	1.3%	23.0%	59.4%	16.4%	2.91
Using Assessment in Instruction	2014-15	0.0%	38.9%	48.7%	12.4%	2.73	0.0%	43.3%	33.3%	23.3%	2.80
	2015-16	2.4%	28.6%	55.9%	13.1%	2.80	4.9%	31.2%	48.1%	15.9%	2.75
	2016-17	2.2%	29.2%	51.4%	17.2%	2.84	3.1%	28.2%	48.6%	20.1%	2.86
	2017-18	1.3%	26.5%	50.3%	21.9%	2.93	1.3%	27.0%	50.1%	21.6%	2.92
	2018-19	1.4%	25.5%	45.2%	27.9%	3.00	0.5%	25.2%	49.1%	25.3%	2.99
	2019-20	1.0%	18.5%	57.7%	22.7%	3.02	1.0%	20.6%	59.3%	19.1%	2.96

Note. The average ratings are calculated based on a four-point Likert scale: 1 = Ineffective; 2 = Effective: Emerging; 3 = Effective: Proficient; 4 = Highly Effective. \* Indicates the difference is significant at the 95% confidence level.

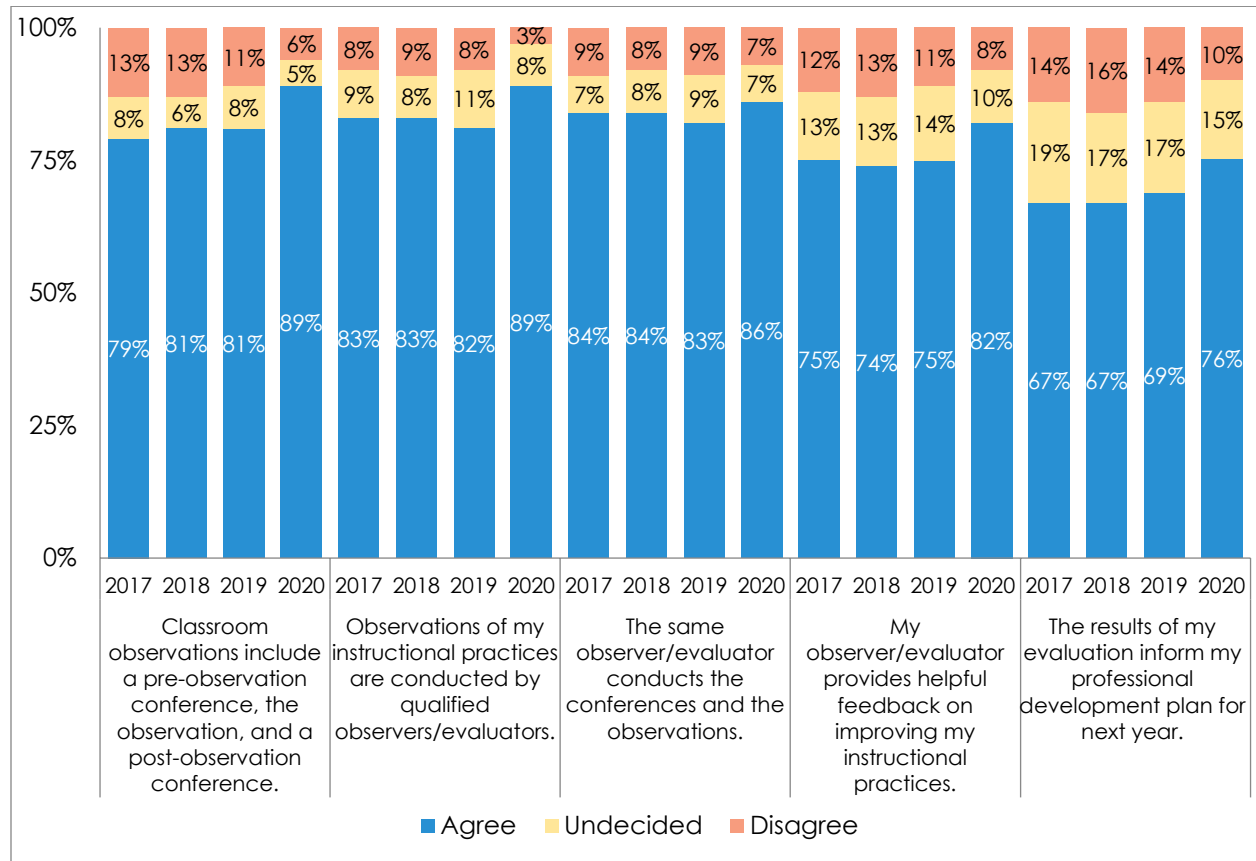
From 2014-15 to 2019-20, the average observation ratings for TIF and Non-TIF teachers are generally comparable on the H-TESS indicators. In 2019-20, **TIF campus teachers outperform their peers on Non-TIF campuses on the *Engaging Students in Learning* indicator.** In addition,

the ratings for teachers on TIF campuses continue to improve on each of the indicators over the years.

### Perceptions of Teacher Evaluation

Survey data in 2019-20 also show the highest rates of teachers who agree or strongly agree with the survey items related to teacher observations and evaluations (see Figure 19). Compared with 2018-19, teachers in 2019-20 agree to a greater extent that their classroom observations include a pre-observation conference, the observation, and a post-observation conference (89% vs. 81%), are conducted by qualified observers/evaluators (89% vs. 82%), and the same observer/evaluator conducts the conferences and the observations (86% vs. 83%). More teachers also agree that their observers/evaluators provide helpful feedback on improving their instructional practices (82% vs. 75%), and the results of their evaluation inform their professional development plan (76% vs. 69%).

Figure 19. Teachers' Perceptions of Observations and Evaluations



In the Appendix, Tables F and G compare the distribution of overall observation ratings and the observation ratings by H-TESS indicator, respectively, for teachers on TIF priority campuses and teachers on TIF non-priority campuses from 2014-15 to 2019-20.

Many interviewees agree that the central and district offices use evaluation ratings of teachers and principals to inform the development of improvement plans and professional development.

*After the final observation, the data are examined in detail and the domains that show a trend for improvement are noted. An improvement plan is designed that may include professional development, suggested micro-credentials, or coaching for teachers. Whatever will inform the practice is available for improvement.*

-District Administrator

*We look at various data sets: teacher evaluation, discipline, and other data sets. From analyzing these data, which we have structures and processes for, we plan professional development experiences. It's getting better for sure.*

-District Administrator

*The district office coordinators and coaches analyzed the data with teachers putting emphasis on areas that needed attention. They gave support to teachers in the forms of mentoring and professional development.*

-Principal

*I have seen that when a teacher is rated low, the coaches are brought in.*

-Teacher

At the campus level, principals also indicate they use evaluation data to inform professional learning and personnel decisions.

*According to the evaluation data, plus campus needs, we are categorizing our teachers, and who can do what. Some teachers are strong in different ways. They might like to be a department head. According to their evaluation and their backgrounds and their micro-credentials, that is how they get to the right place.*

-Principal

*We use that data for professional learning. So, if we see a challenge overall for student engagement, we offer support at the campus level if that's the trend, or other supports the data point to. From these walkthrough data, we provide targeted professional learning.*

-Principal



## 2. Principal and Assistant Principal Evaluations

As Table 24 shows, **most HPS principals and assistant principals are rated Proficient or above on their evaluations from 2017-18 to 2019-20** (85-100% across the years for principals, and 89-99% across the years for assistant principals). In addition, **the overall evaluation ratings for principals and assistant principals improve notably in 2019-20**. Compared with 2018-19, the proportion of educators who are rated Accomplished or Distinguished increases by 16 percentage points for principals (64% vs. 48%), and by 21 percentage points for assistant principals (68% vs. 47%).

Table 24. Principals' and Assistant Principals' Overall Ratings

	Principals			Assistant Principals		
	2017-18 (n=54)	2018-19 (n=50)	2019-20 (n=58)	2017-18 (n=51)	2018-19 (n=129)	2019-20 (n=136)
Needs Improvement	0%	0%	0%	0%	0%	0%
Developing	15%	8%	0%	12%	9%	1%
Proficient	61%	44%	36%	65%	43%	31%
Accomplished	24%	44%	64%	22%	43%	68%
Distinguished	0%	4%	0%	2%	4%	0%
<b>Mean*</b>	<b>3.09</b>	<b>3.44</b>	<b>3.64</b>	<b>3.17</b>	<b>3.39</b>	<b>3.67</b>

Note. Due to rounding, percentages may not always appear to add up to 100%. \*The means are calculated based on the following scale: 1 = Needs Improvement; 2 = Developing; 3 = Proficient; 4 = Accomplished; 5 = Distinguished.

Moreover, three-fourths (74%) of principals either make significant progress or attain their goals for their end-of-year objective metric goal review (see Table 25). Almost all principals (98%) are rated Proficient or above in their end-of-year T-PESS standards performance review.

Table 25. Principals' End-of-Year Reviews and Ratings, 2019-20<sup>5</sup>

	Number	Percentage
End-of-Year Objective Metric Goal Review & Rating		
Minimal to Significant Progress Made	15	26%
Significant Progress or Goal Attained	43	74%
End-of-Year T-PESS Standards Performance Review		
Developing	1	2%
Proficient	42	72%
Accomplished	15	26%

<sup>5</sup>In 2019-20, data are available for the end-of-year objective metric goal review & rating and end-of-year T-PESS standards performance review ratings for principals; and end-of-year objective metric goal review & rating and end-of-year H-PESS competencies performance review ratings for assistant principals.

Pursuant to the T-PESS rubric, HPS principals are rated on five standards: instructional leadership; human capital; executive leadership; school culture; and strategic operations. Table 26 shows the distributions of ratings on the standards and the indicators within the standards. In 2019-20, across T-PESS standards, HPS principals rate highest on Standard 3, Executive Leadership and relatively lower on Standard 4, School Culture. On average, the majority of HPS principals are rated Proficient or higher across all indicators.

Table 26. Principals' Evaluation Ratings by T-PESS Standard, 2019-20

Indicator	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Mean
<b>Standard 1: Instructional Leadership</b>						
1A	0%	2%	69%	29%	0%	3.28
1B	0%	2%	67%	31%	0%	3.29
1C	0%	0%	71%	29%	0%	3.29
1D	0%	2%	71%	28%	0%	3.26
<b>Standard 1</b>						<b>3.28</b>
<b>Standard 2: Human Capital</b>						
2A	0%	9%	62%	29%	0%	3.21
2B	0%	3%	76%	21%	0%	3.17
2C	0%	3%	59%	38%	0%	3.34
2D	0%	5%	71%	24%	0%	3.19
<b>Standard 2</b>						<b>3.23</b>
<b>Standard 3: Executive Leadership</b>						
3A	0%	2%	69%	29%	0%	3.28
3B	0%	3%	59%	38%	0%	3.34
3C	0%	3%	66%	31%	0%	3.28
3D	0%	2%	55%	43%	0%	3.41
<b>Standard 3</b>						<b>3.33</b>
<b>Standard 4: School Culture</b>						
4A	0%	9%	66%	26%	0%	3.17
4B	0%	7%	74%	19%	0%	3.12
4C	0%	2%	62%	36%	0%	3.34
4D	0%	0%	71%	29%	0%	3.29
4E	0%	2%	81%	17%	0%	3.16
<b>Standard 4</b>						<b>3.22</b>
<b>Standard 5: Strategic Operations</b>						
5A	0%	7%	71%	22%	0%	3.16
5B	0%	2%	72%	26%	0%	3.24
5C	0%	0%	64%	36%	0%	3.36
5D	0%	5%	59%	36%	0%	3.31
<b>Standard 5</b>						<b>3.27</b>

Note. N = 58. Means are calculated based on the following scale: 1 = Needs Improvement; 2 = Developing; 3 = Proficient; 4 = Accomplished; 5 = Distinguished.

To determine whether principals who receive high ratings on one T-PESS standard have similarly strong performance on the other four standards, CTAC calculated Pearson's correlation coefficients for the T-PESS standards. We use the following rule when examining the strength of correlations:<sup>6</sup>

- 0: No correlation
- 0.1-0.3: Weak correlation
- 0.4-0.6: Moderate correlation
- 0.7-0.9: Strong correlation
- 1.0: Perfect correlation

Table 27 shows that ratings of principals on all five standards are strongly correlated, with Pearson's correlation coefficients ranging from 0.717 to 0.865. This finding suggests that **principals who perform well on one T-PESS standard tend to perform well on the other four standards.**

Table 27. Correlations between Principal Ratings on T-PESS Standards, 2019-20

	Instructional Leadership	Human Capital	Executive Leadership	School Culture	Strategic Operations
Instructional Leadership					
Human Capital	.761**				
Executive Leadership	.717**	.794**			
School Culture	.785**	.865**	.785**		
Strategic Operations	.838**	.847**	.750**	.810**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

CTAC also calculated Spearman's rank-order correlation coefficients to examine the extent to which principals who score highly on a specific indicator within one of the five T-PESS standards tend to score highly on the other indicators within that standard. As Tables 28-1 through 28-5 show, principal ratings on specific indicators are moderately to strongly correlated with their ratings on the other indicators.

The strongest correlation at the indicator level falls within Standard 4 (School Culture) and is between 4A ("The principal develops, implements, and sustains a shared vision of high expectations for all students and staff") and 4B ("The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports).

<sup>6</sup> See, for example, Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine, 18*(3), 91–93.

Table 28-1. Correlations between Principal Evaluation Indicators within T-PESS Standard 1 (Instructional Leadership), 2019-20<sup>7</sup>

	1A	1B	1C	1D
1A				
1B	.506**			
1C	.499**	.626**		
1D	.370**	.576**	.450**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table 28-2. Correlations between Principal Evaluation Indicators within T-PESS Standard 2 (Human Capital), 2019-20<sup>8</sup>

	2A	2B	2C	2D
2A				
2B	.394**			
2C	.544**	.513**		
2D	.434**	.474**	.404**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table 28-3. Correlations between Principal Evaluation Indicators within T-PESS Standard 3 (Executive Leadership), 2019-20<sup>9</sup>

	3A	3B	3C	3D
3A				
3B	.612**			
3C	.431**	.508**		
3D	.440**	.502**	.343**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

<sup>7</sup> Within Standard 1, principals are evaluated on four indicators: Rigorous and Aligned Curriculum and Assessment (1A), Effective Instructional Practices (1B), Data-Driven Instruction and Interventions (1C), and Maximize Learning for All Students (1D).

<sup>8</sup> Within Standard 2, principals are evaluated on four indicators: Targeted Selection, Placement, and Retention (2A); Tailored Development, Feedback and Coaching (2B); Staff Collaboration and Leadership (2C); and Systematic Evaluation and Supervision (2D).

<sup>9</sup> Within Standard 3, principals are evaluated on four indicators: Resiliency and Change Management (3A), Commitment to Ongoing Learning (3B), Communication and Interpersonal Skills (3C), and Ethical Behavior (3D).

Table 28-4. Correlations between Principal Evaluation Indicators within T-PESS Standard 4 (School Culture), 2019-20<sup>10</sup>

	4A	4B	4C	4D	4E
4A					
4B	.784**				
4C	.505**	.654**			
4D	.486**	.702**	.537**		
4E	.486**	.686**	.503**	.504**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table 28-5. Correlations between Principal Evaluation Indicators within T-PESS Standard 5 (Strategic Operations), 2019-20<sup>11</sup>

	5A	5B	5C	5D
5A				
5B	.708**			
5C	.617**	.459**		
5D	.592**	.490**	.553**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

The Appendix has the evaluation tables for assistant principals, including end-of-year reviews (Table H), evaluation ratings by standard (Table I), correlations between evaluation standards (Table J), and correlations between evaluation indicators (Tables K–O).

### Perceptions of Principal Evaluation

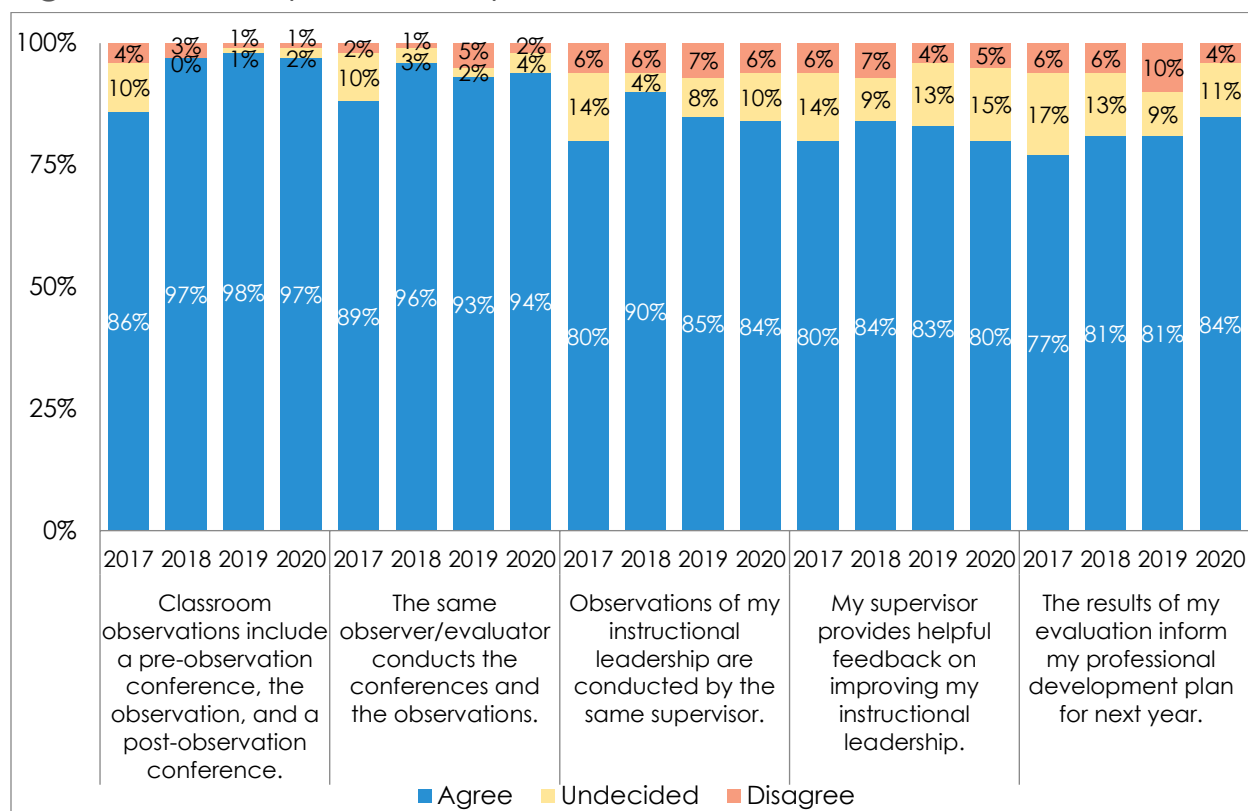
Survey data (see Figure 20) show that in 2019-20, most principals agree that classroom observations include a pre-observation conference, the observation, and a post-observation conference (97%), and the same observer/evaluator conducts the conferences and the observations (94%).

Approximately four-fifths of principals believe that observations of their instructional leadership are conducted by the same supervisor, their supervisors provide helpful feedback, and the results of their evaluation inform their professional development plan. However, one-fifth of principals disagree with or are undecided about these survey statements.

<sup>10</sup> Within Standard 4, principals are evaluated on five indicators: Shared vision of High Achievement (4A), Culture of High Expectations (4B), Intentional Family and Community Engagement (4C), Safe School Environment (4D), and Discipline (4E).

<sup>11</sup> Within Standard 5, principals are evaluated on four indicators: Strategic Planning (5A), Maximized Learning Time (5B), Tactical Resource Management (5C), and Policy Implementation and Advocacy (5D).

Figure 20. Principals' Perceptions of Observations and Evaluations



## B. Recruitment and Retention

**Both TIF and Non-TIF campuses retain a higher percentage of their teachers and principals in 2019-20 than in previous years of the grant.** As Table 29 shows, TIF and Non-TIF campuses retain 87.8% and 87.9% of their teachers and principals in 2019-20, representing 2.8 and 2.5 percentage point increases respectively from 2018-19. The higher retention rates are mainly due to lower teacher and principal resignation, partially offset by the higher termination rate in the case of TIF campuses.

The number of retained teachers and principals at TIF campuses is lower in 2019-20 than in 2018-19 primarily because of the lower total number of teachers and principals (1,785 at the beginning of 2019-20).

**The percentage of retained teachers on TIF campuses who are rated Highly Effective or Effective (Proficient) rises to the highest level since H-STEP's inception.** In 2019-20, 2.9% and 62.6% of the retained teachers on TIF campuses receive ratings in those two categories respectively, as compared to 1.6% and 39.7% in 2018-19 (see Table 30). The corresponding percentages on Non-TIF campuses also increase, but not as significantly as those on TIF campuses.

Table 29. Teacher and Principal Retention by TIF Status

			Retained	Resigned	Retired	Terminated	Total
2016-17	TIF	No.	1,642	249	3	40	1,934
		Percent	84.9%	12.9%	0.2%	2.1%	100%
	Non-TIF	No.	465	75	-	11	551
		Percent	84.4%	13.6%	0.0%	2.0%	100%
2017-18	TIF	No.	1,530	274	6	34	1,844
		Percent	83.0%	14.9%	0.3%	1.8%	100%
	Non-TIF	No.	604	125	3	6	738
		Percent	81.8%	16.9%	0.4%	0.8%	100%
2018-19	TIF	No.	1,609	252	6	26	1,893
		Percent	85.0%	13.3%	0.3%	1.4%	100%
	Non-TIF	No.	668	99	1	14	782
		Percent	85.4%	12.7%	0.1%	1.8%	100%
2019-20	TIF	No.	1,567	176	5	37	1,785
		Percent	87.8%	9.9%	0.3%	2.1%	100%
	Non-TIF	No.	697	84	3	9	793
		Percent	87.9%	10.6%	0.4%	1.1%	100%

Table 30. Distribution of Evaluation Ratings for Retained Teachers

			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Total
2016-17	TIF	No.	22	480	550	10	1,062
		Percent	2.1%	45.2%	51.8%	0.9%	100%
	Non-TIF	No.	6	124	131	3	264
		Percent	2.3%	47.0%	49.6%	1.1%	100%
2017-18	TIF	No.	14	595	763	9	1,381
		Percent	1.0%	43.1%	55.2%	0.7%	100%
	Non-TIF	No.	11	208	266	3	488
		Percent	2.3%	42.6%	54.5%	0.6%	100%
2018-19	TIF	No.	16	787	543	22	1,368
		Percent	1.2%	57.5%	39.7%	1.6%	100%
	Non-TIF	No.	11	262	239	6	518
		Percent	2.1%	50.6%	46.1%	1.2%	100%
2019-20	TIF	No.	15	454	852	40	1,361
		Percent	1.1%	33.4%	62.6%	2.9%	100%
	Non-TIF	No.	10	237	332	23	602
		Percent	1.7%	39.4%	55.1%	3.8%	100%

Harmony hired a smaller number of new staff for 2019-20 than for 2018-19 across position groups. A total of 421 teachers were hired compared to 714 in 2018-19, a 41% decrease, even though Harmony added a new campus to the network. Similar decreases exhibit in other groups, with paraprofessional being the most at 42.3% (see Table 31).

Table 31. Distribution of Applicants by Position Group

Position Group	2016-17		2017-18		2018-19		2019-20	
	No.	%	No.	%	No.	%	No.	%
Paraprofessional	4,437	100%	3,939	100%	3,784	100%	3,567	100%
Withdrawn/Rejected	46	1.0%	82	2.1%	54	1.4%	33	0.9%
Accepted	4,022	90.6%	3,570	90.6%	3,338	88.2%	3,308	92.7%
Hired	369	8.3%	287	7.3%	392	10.4%	226	6.3%
Substitute	498	100%	501	100%	963	100%	851	100%
Withdrawn/Rejected	22	4.4%	25	5.0%	41	4.3%	42	4.9%
Accepted	358	71.9%	354	70.7%	630	65.4%	595	69.9%
Hired	118	23.7%	122	24.4%	292	30.3%	214	25.1%
Teacher	5,157	100%	4,774	100%	4,694	100%	3,687	100%
Withdrawn/Rejected	613	11.9%	702	14.7%	669	14.3%	596	16.2%
Accepted	4,052	78.6%	3,614	75.7%	3,311	70.5%	2,670	72.4%
Hired	492	9.5%	458	9.6%	714	15.2%	421	11.4%
Professional and Administrator	2,468	100%	2,875	100%	3,449	100%	2,496	100%
Withdrawn/Rejected	127	5.1%	167	5.8%	117	3.4%	116	4.6%
Accepted	2,266	91.8%	2,649	92.1%	3,214	93.2%	2,310	92.5%
Hired	75	3.0%	59	2.1%	118	3.4%	70	2.8%

Compared to the previous years, **teachers hired in 2019-20 are more likely to have between 0-2 years of experience, less likely to possess in-state certification, and are more likely to possess a Master’s degree or a Doctorate.**

As Table 32 shows, in 2019-20, 50.1% of the hired teachers had 0-2 years of experience, 8.4 percentage points higher than in 2018-19.

The percentages of teacher applicants and hires who have no certificates are significantly higher in 2019-20 than in 2018-19. The percentage of newly hired teachers who possess valid in-state certification decreased from 76.6% in 2018-19 to 69.1% in 2019-20 (see Table 33). This is the lowest level since 2016-17.



Table 32. Experience of Teacher Applicants and Hires

			0-2 Years	3-9 Years	10-19 Years	20+ Years	Total
2016-17	All	No.	2,094	1,916	859	288	5,157
		Percent	40.6%	37.2%	16.7%	5.6%	100%
	Hired	No.	209	194	67	22	492
		Percent	42.5%	39.4%	13.6%	4.5%	100%
2017-18	All	No.	2,034	1,765	756	219	4,774
		Percent	42.6%	37.0%	15.8%	4.6%	100%
	Hired	No.	185	171	69	33	458
		Percent	40.4%	37.3%	15.1%	7.2%	100%
2018-19	All	No.	1,932	1,770	770	222	4,694
		Percent	41.2%	37.7%	16.4%	4.7%	100%
	Hired	No.	298	283	104	29	714
		Percent	41.7%	39.6%	14.6%	4.1%	100%
2019-20	All	No.	1,838	1,198	505	146	3,687
		Percent	49.9%	32.5%	13.7%	4.0%	100%
	Hired	No.	211	133	61	16	421
		Percent	50.1%	31.6%	14.5%	3.8%	100%

Table 33. Certification of Teacher Applicants and Hires

			No Certificate	Non Texas Certificate	Texas Certificate	Total
2016-17	All	No.	1,222	377	3,558	5,157
		Percent	23.7%	7.3%	69.0%	100%
	Hired	No.	92	31	369	492
		Percent	18.7%	6.3%	75.0%	100%
2017-18	All	No.	1,011	343	3,420	4,774
		Percent	21.2%	7.2%	71.6%	100%
	Hired	No.	90	24	344	458
		Percent	19.7%	5.2%	75.1%	100%
2018-19	All	No.	1,155	375	3,164	4,694
		Percent	24.6%	8.0%	67.4%	100%
	Hired	No.	119	48	547	714
		Percent	16.7%	6.7%	76.6%	100%
2019-20	All	No.	1,449	337	1,901	3,687
		Percent	39.3%	9.1%	51.6%	100%
	Hired	No.	105	25	291	421
		Percent	24.9%	5.9%	69.1%	100%

Note. Texas certification includes both traditional university certification programs and approved alternative certification providers.

As in previous years, teachers hired in 2019-20 possess at least a Bachelor’s degree (see Table 34). They are more likely to possess a Master’s degree or a Doctorate in 2019-20 (34.7%) than in 2018-19 (32.9%), but less so than in 2017-18 (36.9%).

Table 34. Education of Teacher Applicants and Hires

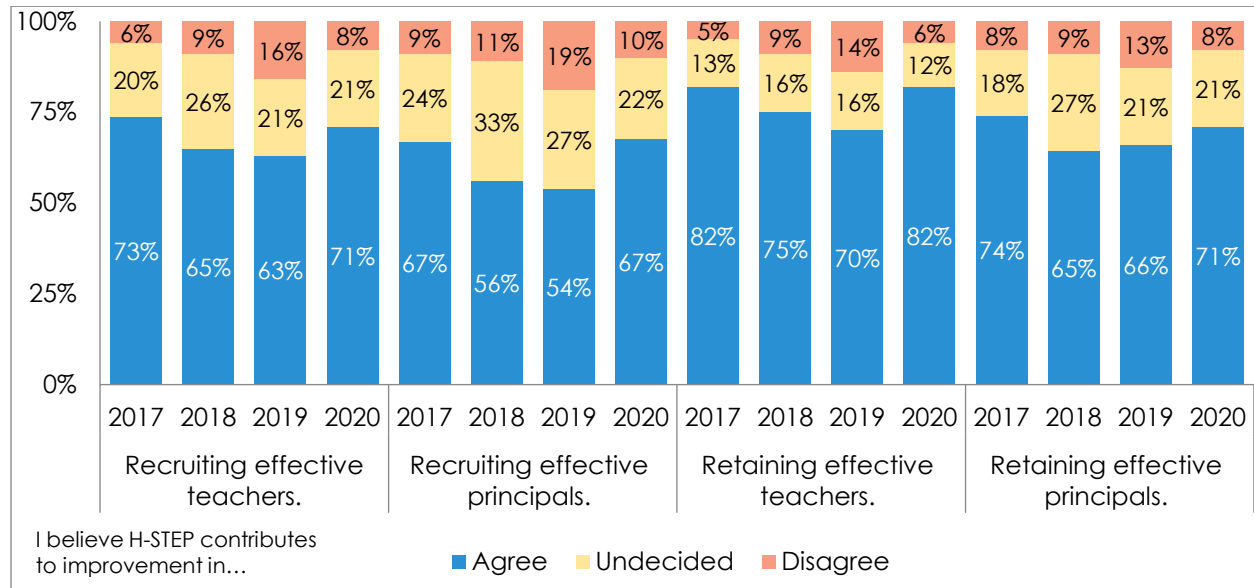
			Bachelor	Master and Doctor	Total
2016-17	All	No.	3,389	1,768	5,157
		Percent	65.7%	34.3%	100%
	Hired	No.	347	145	492
		Percent	70.5%	29.5%	100%
2017-18	All	No.	3,123	1,651	4,774
		Percent	65.4%	34.6%	100%
	Hired	No.	289	169	458
		Percent	63.1%	36.9%	100%
2018-19	All	No.	3,021	1,672	4,693
		Percent	64.4%	35.6%	100%
	Hired	No.	479	235	714
		Percent	67.1%	32.9%	100%
2019-20	All	No.	2,384	1,303	3,687
		Percent	64.7%	35.3%	100%
	Hired	No.	275	146	421
		Percent	65.3%	34.7%	100%

Please refer to Tables P–S in the Appendix for the full set of teacher recruitment and retention data, including the promotion distributions.

### Perceptions of Principal and Teacher Recruitment and Retention

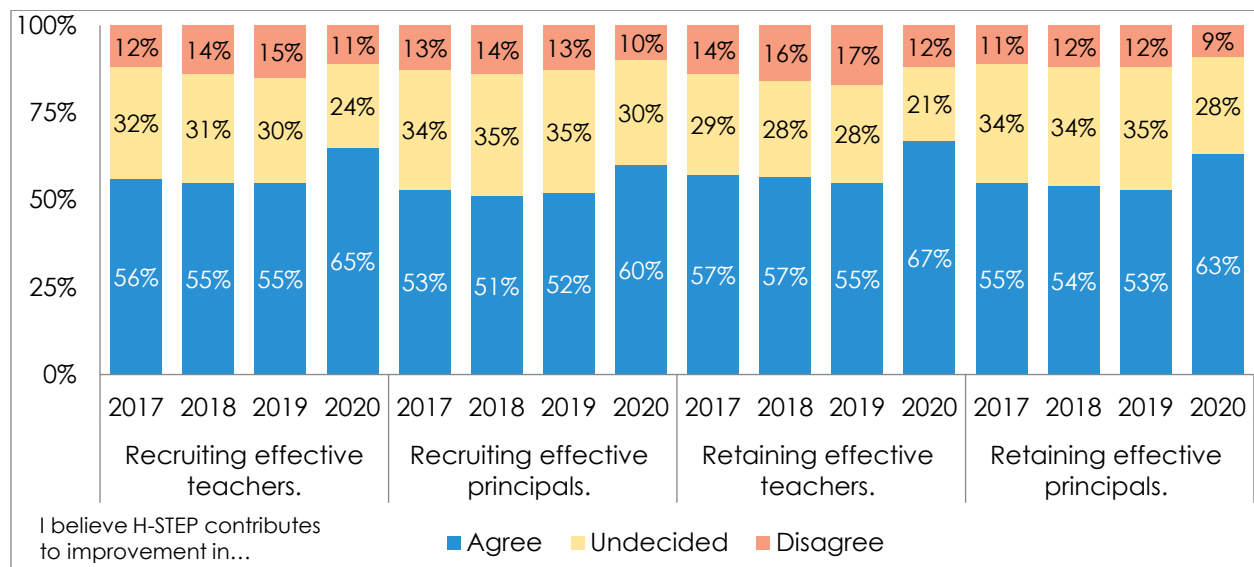
Figure 21-1 suggests that **there are early signs of V-shaped changes in principals’ perceptions of H-STEP’s impact on educator recruitment and retention.** The percentages of principals who believe that H-STEP contributes to recruiting and retaining principals and teachers decline from 2016-17 to 2018-19, and then increase by approximately 10 percentage points, on average, in 2019-20.

Figure 21-1. Principals' Perceptions of H-STEP's Impact on Educator Recruitment and Retention



Teachers' perceptions of H-STEP's impact on educator recruitment and retention are largely flat for the first three years, and are much more positive in 2019-20 (see Figure 21-2). From 2018-19 to 2019-20, the percentages of teachers who agree that H-STEP contributes to improvement increase by 10 percentage points in recruiting effective teachers (55% vs. 65%), and by eight percentage points in recruiting effective principals (52% vs. 60%). In addition, they increase by 12 percentage points in retaining effective teachers (55% vs. 67%), and by 10 percentage points in retaining effective principals (53% vs. 63%).

Figure 21-2. Teachers' Perceptions of H-STEP's Impact on Educator Recruitment and Retention



In interviews, many Harmony educators believe that H-STEP enhances the recruitment and retention of highly effective teachers and principals. They indicate that professional development opportunities, support from coaches, and financial incentives all motivate teachers and principals to come to and stay at Harmony.

*H-STEP really helps us to keep the quality teachers in our school system. They became a master teacher if they were really good. That is a lot of improvement in the last five or six years to keep those good quality teachers and make them happy when they teach...The major thing is to keep those teachers.*

-Central Office Administrator

*We now have more experienced teachers who are more incentivized and the quality of instruction has improved. We believe the incentives have attracted more experienced teachers to the program.*

-District Administrator

*H-STEP has had an impact on teacher retention as one of the factors. Of course, feeling appreciated with positive, encouraging words also helps. I cannot definitely guarantee the impact of H-STEP but retention has increased. Two to three years ago retention rates were at 50% and now it is over 80%-90% retention...We use H-STEP as a talking point in recruitment.*

-Principal

*“We have more experienced teachers. When I go to PLCs, I see more and more people that have been with Harmony with five years or longer. Good teachers are sticking around.”*

-Teacher

## Summary

In 2019-20, the average evaluative rating for teachers on TIF campuses is higher than for teachers on Non-TIF campuses and the difference is statistically significant. TIF campus teachers particularly outperform their peers on Non-TIF campuses on the *Engaging Students in Learning* indicator. In addition, the ratings for teachers on TIF campuses continue to improve on each of the five indicators over the years. Most HPS principals and assistant principals are rated Proficient or above on their evaluations from 2017-18 to 2019-20. Moreover, the overall evaluation ratings for principals and assistant principals improve notably in 2019-20.

Both TIF and Non-TIF campuses retain a higher percentage of their teachers and principals in 2019-20 than in previous years of the grant. The percentage of retained teachers on TIF campuses who are rated Highly Effective or Effective rises to the highest level since H-STEP's inception. Newly hired teachers in 2019-20 are more likely to have between 0-2 years of experience, less likely to possess in-state certification, and are more likely to possess a Master's degree or a Doctorate.

There are early signs of V-shaped changes in principals' perceptions of H-STEP's impact on educator recruitment and retention with 2019-20 reflecting a significant increase from the previous two years. Additionally, teachers' perceptions of H-STEP's impact on educator recruitment and retention are largely flat for the first three years, and are much more positive in 2019-20. Harmony educators believe professional development opportunities, support from coaches, and financial incentives all motivate teachers and principals to come to and stay at Harmony.

## IX. IMPLICATIONS AND NEXT STEPS

Through the H-STEP initiative and its four levers, HPS is enhancing student learning and contributing to system-wide improvement in supporting, developing, retaining, and rewarding effective educators. During the fourth year of implementation, H-STEP continues to be highly regarded by HPS educators, both before and during the COVID-19 pandemic.

### A. Reasons to Celebrate

COVID-19 brought disruption to teaching and learning in HPS in 2019-20. Educators in Harmony, however, believe that HPS responded effectively and adapted rapidly to the pandemic. Harmony's strength in technology enabled the network to face the challenges of the pandemic and transition from in-school learning to online learning. Principals and teachers continue to receive effective support for H-STEP implementation amidst the pandemic.

There is a heightened level of awareness of and participation in micro-credentials. In 2019-20, HPS took significant strides to further the micro-credentialing program. Further, Harmony created new micro-credential offerings in response to online learning. There are initial signs of micro-credentials having a positive impact on teacher instruction and administrator practices.

H-STEP continues to contribute to improvement in classroom instruction, leadership practices, and student achievement. The initiative also supports the recruitment and retention of effective principals and teachers.

Within this context, the following issues and recommendations aim at helping HPS to make targeted refinements to H-STEP in its final year of implementation.

### B. Recommendations

#### *Issue One: Educator Recruitment and Retention*

##### **Overview**

Recruiting and retaining effective principals and teachers is essential to Harmony's continued success. In 2019-20, Harmony retained a higher percentage of its teachers, particularly teachers rated Highly Effective or Effective. Educators across the network report H-STEP incentives as a contributing factor to this progress. To build on this momentum and continue to attract and retain high-quality educators, Harmony should identify and examine additional key factors and incentives that influence principals' and teachers' decisions to work at Harmony.

## Recommended Action

**Convene a Recruitment and Retention Roundtable.** Harmony should convene a cross-sample of its most creative and effective educators. The purpose is to identify the blend of support and incentives that will enhance recruitment and influence retention decisions. By gathering together principals and teachers from each district, the roundtable would provide a needed vehicle to engage stakeholders to collaboratively identify what will attract and keep talent at campuses with varying needs. HPS can then use this information as it develops the next iteration of a comprehensive incentive structure for the entire network.

## *Issue Two: Instruction and Instructional Leadership*

### Overview

Harmony educators recognize the differential impacts of COVID-19 on diverse student groups, in particular, English learners and those with special needs. Principals and teachers share their challenges in providing one-on-one instruction and other academic supports in an online or hybrid environment. They express concerns over meeting the academic and social needs of their students during the pandemic and afterward. Looking to the next school year, Harmony can deepen its efforts to prepare an intentional and strategic approach to accelerate the learning of its most vulnerable students.

## Recommended Action

**Establish an Accelerated Learning Forum.** Harmony's educators have been gathering on-the-ground knowledge and insights into the needs of their students during the past year. Harmony leadership should utilize this expertise and convene highly-effective teachers, principals, and district and central administrators through an Accelerated Learning Forum series. During this series, educators will discuss and identify the most pressing academic and social-emotional needs of their students. Leaders can then use this information to better identify the research-based instructional strategies needed to accelerate student learning. Leaders can also target professional development so that Harmony educators are better-positioned to address learning loss issues.

**Create inter-campus professional learning communities to allow for more customized and differentiated professional development.** Moving online opened up possibilities for professional development in Harmony. Overall, teachers speak positively about holding professional development online. Harmony can build on this new flexibility to address educator concerns around the differentiation and customization of professional development. In doing so, it can create professional learning communities based not on geography but on the specific needs of educators. Creating these inter-campus professional learning communities will enhance collaboration across campuses as well as the tailoring of professional development to teachers with similar needs.

## *Issue Three: Micro-Credentials Process and Rationale*

### **Overview**

In 2019-20, 1,532 Harmony educators pursued micro-credentials, with 270 Harmony educators earning at least one micro-credential. This represents a significant increase in completed micro-credentials from 2018-19; it also suggests some educators have difficulties completing the process with successful results. Principals and teachers report finding the process complex and time consuming. They do not always understand the rubric and evaluation system for their portfolios of evidence. Moreover, while some are reporting initial signs of micro-credentials having a positive impact on instruction, educators across the network suggest this connection is not clear to all.

### **Recommended Action**

**Review the process and provide additional guidance for completing micro-credentials.** Harmony has built a foundation of comprehensive and robust micro-credential offerings. It has also offered supporting documents, webinars, and other communications to describe and promote the use of micro-credentials. Yet, educators still report difficulties in understanding how to complete the micro-credentials process.

Building on the steps taken to date, Harmony can address educator concerns by simplifying language on the micro-credential platform, clarifying instructions, and expanding upon the rubrics. The micro-credentials process includes five to six steps, with specific instructions for completing each step. The instructions under each step, however, are often brief and lack sufficient detail to support an educator new to the process. Harmony should review the instructions and provide more clarity by adding examples and more information. Further, there would be value in expanding on the level of detail in the rubrics to better help educators understand how they will be evaluated. Harmony should then continue its efforts to communicate with educators, particularly through webinars or other modes where two-way communication is available.

**Leverage the potential of principals and teacher leaders to recommend micro-credentials and support teachers.** Beyond understanding the requirements and submission process, teachers need to see and understand the connection between micro-credentials and improved instructional practices. Harmony can support this connection by building the capacity of principals and instructional leaders to guide campus-based educators through the micro-credentials process.

These leaders can both recommend appropriate micro-credentials to educators and provide instructional support throughout the process. For example, leaders can recommend micro-credentials that would address areas of need identified in individual educator evaluations. In addition, leaders can make recommendations to educators showing promise in a particular area to complete an aspiring pathway micro-credential. By identifying micro-credentials related to teachers' current needs and future goals, the connection between micro-credentials and instructional competencies is made explicit.



Further, Harmony should deepen the training for principals and instructional leaders on how to guide teachers through the process of completing micro-credentials. Harmony already has a micro-credential for this purpose. Harmony should continue to promote this micro-credential so leaders can learn the needed skills. Additionally, principals and instructional leaders should be taught how to incorporate micro-credentials into the professional development that is provided as part of professional learning communities. Creating these campus-level structures of support and accountability will encourage more educators to both start and complete micro-credentials.

#### *Issue Four: Student Retention*

##### **Overview**

By the close of the 2020-21 school year, Harmony will have experienced two school years impacted by the COVID-19 pandemic. The student retention rate in 2019-20 was 80.6%, higher than the four-year average. Whereas sustained exposure to the Harmony model contributes to higher student achievement, emphasizing student retention overall and, in particular, the retention of vulnerable students, is critically important for the network.

##### **Recommended Action**

**Examine the differential effects of COVID-19 on student retention.** Building upon its current efforts, Harmony should carefully analyze which students disengaged or left the network during the pandemic. In particular, HPS should examine the specific demographics of these students and their reasons for disengaging. By so doing, Harmony can deepen its understanding of the needs of students and their families and can better pinpoint the network's strategies for reengaging students.

## X. APPENDIX

Table A displays H-STEP Survey results for each of the project's first four years. Central and district office administrators were invited to participate in the survey in Years Two, Three, and Four.

Table A. H-STEP Survey Responses

	Year	Central Office Administrators			District Office Administrators			H-STEP Principals			H-STEP Teachers		
		A	U	D	A	U	D	A	U	D	A	U	D
Campus Conditions and Culture													
Students are expected to meet high academic standards at my campus. [in Harmony Public Schools.]	2017							96%	3%	1%	86%	7%	7%
	2018	94%	6%	0%	86%	13%	2%	95%	4%	1%	84%	7%	9%
	2019	91%	6%	3%	80%	13%	7%	99%	0%	1%	86%	6%	8%
	2020	96%	0%	4%	94%	3%	3%	98%	0%	2%	90%	4%	6%
My principal supports the work I do [In Harmony Public Schools, principals support the work teachers do] in the classroom.	2017							86%	10%	4%	81%	10%	9%
	2018	75%	19%	6%	66%	21%	13%	90%	9%	1%	82%	10%	9%
	2019	58%	29%	13%	62%	22%	16%	90%	10%	0%	82%	11%	7%
	2020	68%	25%	7%	73%	19%	8%	89%	8%	2%	88%	8%	4%
My campus promotes [Harmony Public Schools promote] continuous learning for teachers and administrators.	2017							93%	4%	3%	78%	12%	10%
	2018	81%	19%	0%	81%	11%	8%	94%	4%	2%	76%	13%	11%
	2019	71%	16%	13%	84%	9%	7%	97%	3%	0%	80%	12%	8%
	2020	82%	14%	4%	90%	6%	3%	91%	4%	4%	87%	7%	5%
The purpose of H-STEP is clear to me.	2017							69%	15%	15%	50%	23%	27%
	2018	66%	28%	6%	52%	33%	14%	76%	15%	10%	59%	19%	22%
	2019	59%	28%	13%	64%	23%	13%	85%	10%	5%	61%	23%	16%
	2020	79%	18%	4%	82%	13%	5%	91%	2%	7%	71%	18%	11%
The instructional vision of H-STEP is well communicated at my campus. [in Harmony Public Schools.]	2017							58%	24%	18%	44%	26%	30%
	2018	53%	38%	9%	34%	41%	25%	65%	22%	13%	51%	23%	26%
	2019	52%	26%	23%	51%	27%	21%	70%	20%	10%	53%	27%	20%
	2020	71%	21%	7%	62%	23%	15%	86%	8%	7%	65%	22%	14%
I receive the support I need to implement H-STEP at my campus. [I receive the support I need to implement H-STEP.]	2017							62%	24%	14%	43%	31%	26%
	2018	50%	41%	9%	38%	42%	20%	70%	20%	10%	51%	28%	22%
	2019	45%	32%	23%	55%	27%	18%	75%	20%	6%	52%	30%	18%
	2020	75%	21%	4%	62%	26%	11%	85%	8%	8%	64%	25%	10%
Support from the Central Office for the implementation of H-STEP is helpful.	2017												
	2018	59%	34%	6%	41%	47%	13%	51%	36%	14%	44%	34%	22%
	2019	60%	27%	13%	56%	30%	14%	70%	22%	8%	44%	37%	20%
	2020	74%	22%	4%	64%	23%	74%	78%	11%	11%	54%	33%	12%
Support from the District (Cluster) Office for the implementation of H-STEP is helpful.	2017												
	2018							56%	32%	12%	45%	33%	22%
	2019							66%	24%	10%	45%	37%	18%
	2020							73%	16%	11%	56%	32%	12%

	Year	Central Office Administrators			District Office Administrators			H-STEP Principals			H-STEP Teachers		
		A	U	D	A	U	D	A	U	D	A	U	D
Professional Development The professional development offerings at my campus [In Harmony Public Schools]...													
Are aligned to performance standards.	2017							82%	12%	6%	72%	15%	13%
	2018	81%	10%	10%	67%	27%	6%	85%	11%	4%	71%	15%	15%
	2019	75%	13%	13%	82%	13%	5%	84%	13%	3%	70%	16%	14%
	2020	76%	21%	3%	84%	15%	2%	90%	3%	7%	77%	14%	9%
Are differentiated to meet the specific needs of teachers.	2017							71%	14%	15%	58%	19%	23%
	2018	61%	26%	13%	56%	20%	23%	68%	19%	14%	55%	18%	27%
	2019	63%	19%	19%	68%	21%	11%	70%	19%	10%	54%	21%	26%
	2020	59%	34%	7%	77%	13%	10%	73%	16%	11%	62%	17%	20%
Help to strengthen teachers' instructional practices.	2017							80%	13%	7%	68%	16%	15%
	2018	81%	16%	3%	69%	27%	5%	85%	8%	8%	65%	16%	19%
	2019	77%	13%	10%	84%	13%	2%	83%	11%	6%	66%	18%	16%
	2020	79%	17%	3%	81%	15%	5%	81%	11%	8%	75%	15%	10%
Help to strengthen administrators' instructional supervision.	2017							76%	12%	12%	53%	32%	15%
	2018	74%	16%	10%	50%	33%	17%	71%	18%	11%	49%	33%	18%
	2019	59%	34%	6%	49%	27%	24%	78%	13%	9%	50%	33%	17%
	2020	69%	21%	10%	68%	16%	16%	82%	11%	7%	62%	28%	10%
Support me in meeting the learning needs of all students.	2017							79%	17%	4%	65%	19%	16%
	2018	81%	16%	3%	63%	30%	6%	75%	14%	11%	62%	17%	21%
	2019	72%	16%	13%	71%	21%	8%	83%	13%	5%	62%	19%	19%
	2020	76%	17%	7%	79%	16%	5%	87%	8%	6%	71%	16%	13%
Career Pathways													
I can guide my own professional and career development.	2017							92%	5%	4%	77%	14%	9%
	2018							87%	8%	5%	71%	18%	11%
	2019							87%	6%	7%	75%	15%	10%
	2020							91%	6%	3%	82%	12%	6%
I understand what pathways are available for me to advance in the profession.	2017							85%	8%	6%	66%	17%	17%
	2018							77%	15%	8%	61%	18%	21%
	2019							86%	8%	6%	70%	15%	15%
	2020							92%	3%	4%	76%	15%	9%
I use the Frontline MyLearningPlan to assess my progress toward professional development goals.	2017							58%	26%	16%	45%	25%	30%
	2018							58%	25%	16%	45%	27%	28%
	2019							67%	20%	13%	67%	16%	17%
	2020							76%	10%	13%	66%	16%	18%
I use the competency based micro-credentials to prepare for a future leadership role.	2017							56%	25%	19%	44%	25%	31%
	2018							61%	19%	20%	40%	29%	31%
	2019							49%	29%	22%	38%	33%	29%
	2020							50%	27%	23%	41%	31%	29%

	Year	Central Office Administrators			District Office Administrators			H-STEP Principals			H-STEP Teachers		
		A	U	D	A	U	D	A	U	D	A	U	D
I see a connection between evaluation, professional development, and career pathways at my campus.	2017							76%	12%	12%	58%	22%	21%
	2018							70%	19%	10%	55%	21%	24%
	2019							74%	15%	10%	61%	22%	17%
	2020							82%	12%	6%	71%	18%	11%
Teacher and Administrator Evaluation													
Classroom observations include a pre-observation conference, the observation, and a post-observation conference.	2017							86%	10%	4%	79%	8%	13%
	2018							97%	0%	3%	81%	6%	13%
	2019							98%	1%	1%	81%	8%	11%
	2020							97%	2%	1%	89%	5%	6%
Observations of my instructional practices are conducted by qualified observers/evaluators (for teachers only).	2017										83%	9%	8%
	2018										83%	8%	9%
	2019										82%	11%	8%
	2020										89%	8%	3%
The same observer/evaluator conducts the conferences and the observations.	2017							89%	10%	2%	84%	7%	9%
	2018							96%	3%	1%	84%	8%	8%
	2019							93%	2%	5%	83%	9%	9%
	2020							94%	4%	2%	86%	7%	7%
My observer/evaluator provides helpful feedback on improving my instructional practices (for teachers only).	2017										75%	13%	12%
	2018										74%	13%	13%
	2019										75%	14%	11%
	2020										82%	10%	8%
Observations of my instructional leadership are conducted by the same supervisor (for principals only).	2017							80%	14%	6%			
	2018							90%	4%	6%			
	2019							85%	8%	7%			
	2020							84%	10%	6%			
My supervisor provides helpful feedback on improving my instructional leadership (for principals only).	2017							80%	14%	6%			
	2018							84%	9%	7%			
	2019							83%	13%	4%			
	2020							80%	15%	5%			
The results of my evaluation inform my professional development plan for next year.	2017							77%	17%	6%	67%	19%	14%
	2018							81%	13%	6%	67%	17%	16%
	2019							81%	9%	10%	69%	17%	14%
	2020							84%	11%	4%	76%	15%	10%
Performance-Based Compensation Performance-based compensation (PBC) should...													
Reward teachers for improving student achievement in their classrooms.	2017							95%	2%	3%	80%	11%	8%
	2018	88%	9%	3%	84%	13%	3%	96%	1%	3%	83%	11%	6%
	2019	88%	9%	3%	86%	9%	5%	93%	3%	3%	83%	10%	7%
	2020	83%	7%	10%	85%	10%	5%	96%	2%	2%	89%	7%	4%

	Year	Central Office Administrators			District Office Administrators			H-STEP Principals			H-STEP Teachers		
		A	U	D	A	U	D	A	U	D	A	U	D
Reward teachers for improving instructional practices.	2017							96%	2%	2%	82%	11%	7%
	2018	81%	13%	6%	86%	13%	2%	93%	3%	5%	83%	12%	5%
	2019	84%	9%	6%	82%	12%	6%	91%	6%	3%	83%	10%	7%
	2020	90%	7%	3%	84%	8%	8%	93%	3%	3%	88%	7%	4%
Reward teachers for serving in such roles as teacher mentors, instructional coaches, or department chairs.	2017							97%	2%	1%	86%	9%	5%
	2018	91%	6%	3%	81%	16%	3%	96%	1%	3%	86%	11%	4%
	2019	81%	6%	13%	86%	8%	6%	95%	5%	0%	86%	9%	5%
	2020	97%	0%	3%	84%	8%	8%	98%	1%	1%	89%	8%	3%
Reward principals for improving student achievement at their campuses.	2017							92%	6%	2%	72%	18%	10%
	2018	78%	16%	6%	72%	16%	13%	94%	5%	1%	72%	19%	9%
	2019	69%	22%	9%	74%	13%	13%	87%	7%	6%	73%	20%	6%
	2020	79%	10%	10%	73%	15%	13%	93%	6%	1%	78%	16%	6%
The Impact of H-STEP on Educator Effectiveness and Student Growth I believe H-STEP contributes to improvement in...													
Reflection on my [teachers'] instructional practices.	2017							82%	15%	3%	65%	25%	10%
	2018	77%	20%	3%	61%	28%	11%	80%	12%	8%	65%	25%	10%
	2019	56%	28%	16%	72%	24%	4%	76%	19%	5%	70%	22%	9%
	2020	90%	7%	3%	74%	18%	8%	88%	8%	5%	79%	15%	5%
Instruction-focused dialogue with my colleagues.	2017							79%	19%	2%	60%	27%	13%
	2018	77%	17%	7%	64%	25%	11%	81%	12%	8%	60%	27%	13%
	2019	69%	13%	19%	70%	22%	7%	76%	18%	6%	65%	23%	13%
	2020	86%	10%	3%	72%	21%	7%	90%	6%	4%	72%	19%	9%
Instruction-focused dialogue with my supervisor.	2017							83%	12%	4%	63%	25%	12%
	2018	70%	23%	7%	52%	32%	16%	83%	10%	6%	63%	26%	11%
	2019	63%	22%	16%	59%	30%	11%	83%	14%	2%	66%	22%	12%
	2020	72%	17%	10%	67%	23%	10%	89%	7%	4%	77%	17%	6%
Student achievement at my campus. [Harmony Public Schools.]	2017							87%	11%	2%	64%	27%	10%
	2018	80%	17%	3%	66%	30%	5%	84%	10%	5%	62%	28%	10%
	2019	69%	19%	13%	74%	20%	6%	79%	18%	4%	67%	22%	12%
	2020	93%	3%	3%	79%	15%	7%	90%	8%	2%	78%	16%	6%
Reduction of the gaps (e.g., student achievement, teacher effectiveness) between lower- and higher-poverty campuses.	2017							82%	16%	2%	57%	31%	12%
	2018	70%	23%	7%	55%	36%	9%	77%	13%	10%	55%	32%	13%
	2019	66%	22%	13%	67%	23%	10%	76%	15%	8%	61%	26%	13%
	2020	90%	7%	3%	64%	25%	11%	84%	9%	7%	69%	22%	9%
The Impact of H-STEP on Educator Engagement and Retention I believe H-STEP contributes to improvement in...													
Recruiting effective teachers.	2017							73%	20%	6%	56%	32%	12%
	2018	55%	32%	13%	48%	36%	16%	65%	26%	9%	55%	31%	14%
	2019	53%	38%	9%	55%	34%	11%	63%	21%	16%	55%	30%	15%
	2020	59%	38%	3%	62%	21%	16%	71%	21%	8%	65%	24%	11%

	Year	Central Office Administrators			District Office Administrators			H-STEP Principals			H-STEP Teachers		
		A	U	D	A	U	D	A	U	D	A	U	D
Recruiting effective principals.	2017							67%	24%	9%	53%	34%	13%
	2018	48%	29%	23%	33%	47%	20%	56%	33%	11%	51%	35%	14%
	2019	47%	41%	13%	36%	39%	25%	54%	27%	19%	52%	35%	13%
	2020	38%	45%	17%	48%	23%	30%	67%	22%	10%	60%	30%	10%
Retaining effective teachers.	2017							82%	13%	5%	57%	29%	14%
	2018	68%	26%	6%	56%	31%	13%	75%	16%	9%	57%	28%	16%
	2019	63%	28%	9%	64%	23%	13%	70%	16%	14%	55%	28%	17%
	2020	76%	21%	3%	51%	31%	18%	82%	12%	6%	67%	21%	12%
Retaining effective principals.	2017							74%	18%	8%	55%	34%	11%
	2018	58%	32%	10%	41%	44%	16%	65%	27%	9%	54%	34%	12%
	2019	56%	28%	16%	46%	34%	20%	66%	21%	13%	53%	35%	12%
	2020	52%	38%	10%	48%	30%	23%	71%	21%	8%	63%	28%	9%
Capacity Building To increase my effectiveness as a teacher or an administrator, I need additional support in...													
Using multiple measures of assessments to monitor student growth.	2017							76%	8%	16%	68%	14%	18%
	2018							71%	11%	18%	67%	14%	19%
	2019							70%	7%	23%	65%	13%	21%
	2020							72%	13%	16%	69%	12%	19%
Using student achievement data in setting learning goals.	2017							77%	7%	15%	70%	13%	17%
	2018							73%	12%	16%	67%	13%	19%
	2019							71%	9%	21%	66%	13%	20%
	2020							74%	11%	15%	71%	12%	18%
Differentiating instructional strategies to meet the needs of all students.	2017							84%	5%	11%	80%	10%	10%
	2018							75%	13%	12%	76%	11%	12%
	2019							81%	10%	9%	75%	11%	14%
	2020							86%	6%	9%	79%	8%	12%
Using data from my evaluations to make improvements in my instructional practices (for teachers only).	2017										72%	15%	14%
	2018										70%	14%	16%
	2019										66%	16%	18%
	2020										72%	13%	15%
Using data from my evaluations to make improvements in my instructional leadership (for principals only).	2017							88%	5%	7%			
	2018							80%	9%	11%			
	2019							82%	7%	11%			
	2020							85%	9%	6%			

Note: H-STEP Principals refers to principals and assistant principals on H-STEP campuses; H-STEP Teachers refers to classroom teachers, non-classroom teachers (e.g., interventionists, reading specialists), and special programs educators (e.g., ESL/SPED/GT coordinators and teachers) on H-STEP campuses; Responses to survey questions were not required, therefore total numbers of respondents may vary; Percentages reported are "valid percent" when missing data are excluded from the calculations; Texts in brackets show the different wording of the questions for central office and district administrators. A = Total Agree, a composite of strongly agree/agree. U = Undecided. D = Total Disagree, a composite of strongly disagree/disagree. N (H-STEP Principal, 2016-17) = 146. N (H-STEP Teacher, 2016-17) = 1,581. N (H-STEP Principal, 2017-18) = 126. N (H-STEP Teacher, 2017-18) = 1,520. N (Central Office Administrator, 2017-18) = 52. N (District Office Administrator, 2017-18) = 84. N (H-STEP Principal, 2018-19) = 132. N (H-STEP Teacher, 2018-19) = 1,633. N (Central Office Administrator, 2018-19) = 36. N (District Office Administrator, 2018-19) = 113. N (H-STEP Principal, 2019-20) = 120. N (H-STEP Teacher, 2019-20) = 1,653. N (Central Office Administrator, 2019-20) = 36. N (District Office Administrator, 2019-20) = 72.

Table B provides H-STEP Survey results for principals and teachers disaggregated by HPS H-STEP Status.

Table B. Principals' and Teachers' Responses by H-STEP Status

	Year	Principals						Teachers					
		H-STEP Campuses			Non H-STEP Campuses			H-STEP Campuses			Non H-STEP Campuses		
		A	U	D	A	U	D	A	U	D	A	U	D
Campus Conditions and Culture													
Students are expected to meet high academic standards at my campus.	2018	95%	4%	1%	97%	3%	0%	84%	7%	9%	87%	4%	9%
	2019	99%	0%	1%	97%	3%	0%	86%	6%	8%	90%	4%	6%
	2020	98%	0%	2%	98%	0%	2%	90%	4%	6%	94%	3%	2%
My principal supports the work I do in the classroom.	2018	90%	9%	1%	87%	10%	3%	82%	10%	9%	84%	10%	6%
	2019	90%	10%	0%	94%	6%	0%	82%	11%	7%	81%	11%	9%
	2020	89%	8%	2%	98%	2%	0%	88%	8%	4%	89%	7%	4%
My campus promotes continuous learning for teachers and administrators.	2018	94%	4%	2%	87%	10%	3%	76%	13%	11%	75%	13%	12%
	2019	97%	3%	0%	94%	0%	6%	80%	12%	8%	80%	12%	8%
	2020	91%	4%	4%	98%	0%	2%	87%	7%	5%	88%	8%	3%
Professional Development The professional development offerings at my campus...													
Are aligned to performance standards.	2018	85%	11%	4%	77%	23%	0%	71%	15%	15%	69%	15%	16%
	2019	84%	13%	3%	85%	6%	9%	70%	16%	14%	73%	16%	10%
	2020	90%	3%	7%	88%	7%	5%	77%	14%	9%	80%	12%	8%
Are differentiated to meet the specific needs of teachers.	2018	68%	19%	14%	71%	26%	3%	55%	18%	27%	53%	18%	29%
	2019	70%	19%	10%	76%	18%	6%	54%	21%	26%	59%	21%	20%
	2020	73%	16%	11%	83%	10%	7%	62%	17%	20%	66%	15%	18%
Help to strengthen teachers' instructional practices.	2018	85%	8%	8%	68%	32%	0%	65%	16%	19%	64%	16%	20%
	2019	83%	11%	6%	91%	9%	0%	66%	18%	16%	69%	19%	12%
	2020	81%	11%	8%	90%	5%	5%	75%	15%	10%	78%	13%	9%
Help to strengthen administrators' instructional supervision.	2018	71%	18%	11%	71%	29%	0%	49%	33%	18%	48%	33%	19%
	2019	78%	13%	9%	74%	15%	12%	50%	33%	17%	49%	36%	15%
	2020	82%	11%	7%	81%	12%	7%	62%	28%	10%	60%	30%	11%
Support me in meeting the learning needs of all students.	2018	75%	14%	11%	68%	32%	0%	62%	17%	21%	61%	18%	21%
	2019	83%	13%	5%	79%	18%	3%	62%	19%	19%	65%	19%	16%
	2020	87%	8%	6%	88%	5%	7%	71%	16%	13%	76%	15%	10%
Career Pathways													
I can guide my own professional and career development.	2018	87%	8%	5%	94%	6%	0%	71%	18%	11%	76%	13%	11%
	2019	87%	6%	7%	86%	6%	9%	75%	15%	10%	79%	14%	7%
	2020	91%	6%	3%	90%	5%	5%	82%	12%	6%	79%	15%	6%
I understand what pathways are available for me to advance in the profession.	2018	77%	15%	8%	90%	6%	3%	61%	18%	21%	61%	20%	19%
	2019	86%	8%	6%	83%	6%	11%	70%	15%	15%	73%	15%	12%
	2020	92%	3%	4%	83%	12%	5%	76%	15%	9%	74%	15%	11%

	Year	Principals						Teachers					
		H-STEP Campuses			Non H-STEP Campuses			H-STEP Campuses			Non H-STEP Campuses		
		A	U	D	A	U	D	A	U	D	A	U	D
I use the Frontline MyLearningPlan to assess my progress toward professional development goals.	2018	58%	25%	16%	61%	10%	29%	45%	27%	28%	40%	30%	31%
	2019	67%	20%	13%	48%	21%	30%	67%	16%	17%	66%	17%	17%
	2020	76%	10%	13%	55%	26%	19%	66%	16%	18%	67%	14%	19%
I use the competency based micro-credentials to prepare for a future leadership role.	2018	61%	19%	20%	55%	13%	32%	40%	29%	31%	37%	32%	31%
	2019	49%	29%	22%	27%	27%	45%	38%	33%	29%	36%	32%	31%
	2020	50%	27%	23%	45%	14%	40%	41%	31%	29%	43%	27%	30%
I see a connection between evaluation, professional development, and career pathways at my campus.	2018	70%	19%	10%	65%	23%	13%	55%	21%	24%	55%	21%	24%
	2019	74%	15%	10%	69%	19%	11%	61%	22%	17%	64%	19%	17%
	2020	82%	12%	6%	71%	19%	10%	71%	18%	11%	68%	19%	13%
Teacher and Administrator Evaluation													
Classroom observations include a pre-observation conference, the observation, and a post-observation conference.	2018	97%	0%	3%	93%	3%	3%	81%	6%	13%	81%	7%	12%
	2019	98%	1%	1%	85%	6%	9%	81%	8%	11%	82%	8%	10%
	2020	97%	2%	1%	93%	2%	5%	89%	5%	6%	89%	6%	6%
Observations of my instructional practices are conducted by qualified observers/evaluators (for teachers only).	2018							83%	8%	9%	82%	10%	7%
	2019							82%	11%	8%	84%	7%	9%
	2020							89%	8%	3%	86%	10%	5%
The same observer/evaluator conducts the conferences and the observations.	2018	96%	3%	1%	93%	7%	0%	84%	8%	8%	86%	7%	7%
	2019	93%	2%	5%	94%	3%	3%	83%	9%	9%	83%	7%	10%
	2020	94%	4%	2%	93%	5%	3%	86%	7%	7%	87%	7%	7%
My observer/evaluator provides helpful feedback on improving my instructional practices (for teachers only).	2018							74%	13%	13%	78%	13%	9%
	2019							75%	14%	11%	77%	12%	11%
	2020							82%	10%	8%	80%	13%	8%
Observations of my instructional leadership are conducted by the same supervisor (for principals only).	2018	90%	4%	6%	88%	4%	8%						
	2019	85%	8%	7%	96%	4%	0%						
	2020	84%	10%	6%	78%	13%	9%						
My supervisor provides helpful feedback on improving my instructional leadership (for principals only).	2018	84%	9%	7%	73%	12%	15%						
	2019	83%	13%	4%	93%	4%	4%						
	2020	80%	15%	5%	76%	15%	9%						
The results of my evaluation inform my professional development plan for next year.	2018	81%	13%	6%	75%	11%	14%	67%	17%	16%	65%	20%	15%
	2019	81%	9%	10%	77%	13%	10%	69%	17%	14%	70%	17%	13%
	2020	84%	11%	4%	79%	21%	0%	76%	15%	10%	72%	17%	10%
Performance-Based Compensation Performance-based compensation (PBC) should...													
Reward teachers for improving student achievement in their classrooms.	2018	96%	1%	3%	81%	19%	0%	83%	11%	6%	83%	9%	8%
	2019	93%	3%	3%	94%	3%	3%	83%	10%	7%	81%	11%	8%
	2020	96%	2%	2%	98%	0%	3%	89%	7%	4%	88%	9%	3%



	Year	Principals						Teachers					
		H-STEP Campuses			Non H-STEP Campuses			H-STEP Campuses			Non H-STEP Campuses		
		A	U	D	A	U	D	A	U	D	A	U	D
Reward teachers for improving instructional practices.	2018	93%	3%	5%	77%	19%	3%	83%	12%	5%	84%	9%	7%
	2019	91%	6%	3%	91%	0%	9%	83%	10%	7%	80%	11%	9%
	2020	93%	3%	3%	93%	2%	5%	88%	7%	4%	89%	7%	4%
Reward teachers for serving in such roles as teacher mentors, instructional coaches, or department chairs.	2018	96%	1%	3%	77%	19%	3%	86%	11%	4%	85%	9%	7%
	2019	95%	5%	0%	97%	3%	0%	86%	9%	5%	84%	10%	6%
	2020	98%	1%	1%	100%	0%	0%	89%	8%	3%	89%	7%	3%
Reward principals for improving student achievement at their campuses.	2018	94%	5%	1%	71%	29%	0%	72%	19%	9%	70%	19%	11%
	2019	87%	7%	6%	97%	0%	3%	73%	20%	6%	71%	20%	9%
	2020	93%	6%	1%	93%	5%	2%	78%	16%	6%	77%	18%	5%
Capacity Building													
To increase my effectiveness as a teacher or an administrator, I need additional support in...													
Using multiple measures of assessments to monitor student growth.	2018	71%	11%	18%	71%	6%	23%	67%	14%	19%	66%	17%	17%
	2019	70%	7%	23%	68%	12%	21%	65%	13%	21%	69%	11%	19%
	2020	72%	13%	16%	74%	7%	19%	69%	12%	19%	70%	11%	20%
Using student achievement data in setting learning goals.	2018	73%	12%	16%	71%	6%	23%	67%	13%	19%	67%	15%	18%
	2019	71%	9%	21%	68%	12%	21%	66%	13%	20%	68%	12%	19%
	2020	74%	11%	15%	79%	7%	14%	71%	12%	18%	70%	10%	20%
Differentiating instructional strategies to meet the needs of all students.	2018	75%	13%	12%	77%	16%	6%	76%	11%	12%	76%	11%	13%
	2019	81%	10%	9%	79%	15%	6%	75%	11%	14%	80%	8%	13%
	2020	86%	6%	9%	90%	2%	7%	79%	8%	12%	79%	8%	13%
Using data from my evaluations to make improvements in my instructional practices (for teachers only).	2018							70%	14%	16%	70%	15%	15%
	2019							66%	16%	18%	69%	15%	16%
	2020							72%	13%	15%	71%	11%	18%
Using data from my evaluations to make improvements in my instructional leadership (for principals only).	2018	80%	9%	11%	73%	13%	13%						
	2019	82%	7%	11%	75%	13%	13%						
	2020	85%	9%	6%	84%	11%	5%						

Note: H-STEP Principals refers to principals and assistant principals on H-STEP campuses; H-STEP Teachers refers to classroom teachers, non-classroom teachers (e.g., interventionists, reading specialists), and special programs educators (e.g., ESL/SPED/GT coordinators and teachers) on H-STEP campuses; Responses to survey questions were not required, therefore total numbers of respondents may vary; Percentages reported are "valid percent" when missing data are excluded from the calculations; A = Total Agree, a composite of strongly agree/agree. U = Undecided. D = Total Disagree, a composite of strongly disagree/disagree. N (H-STEP Principal, 2017-18) = 126. N (H-STEP Teacher, 2017-18) = 1,520. N (H-STEP Principal, 2018-19) = 132. N (H-STEP Teacher, 2018-19) = 1,633. N (H-STEP Principal, 2019-20) = 120. N (H-STEP Teacher, 2019-20) = 1,653. N (Non H-STEP Principal, 2017-18) = 43. N (Non H-STEP Teacher, 2017-18) = 575. N (Non H-STEP Principal, 2018-19) = 43. N (Non H-STEP Teacher, 2018-19) = 632. N (Non H-STEP Principal, 2019-20) = 54. N (Non H-STEP Teacher, 2019-20) = 711.

Table C provides H-STEP Survey results for principals and teachers disaggregated by Priority Status.

Table C. H-STEP Principals' and Teachers' Responses by Priority Status

	Year	Principals						Teachers					
		TIF Priority Schools			Other TIF Schools			TIF Priority Schools			Other TIF Schools		
		A	U	D	A	U	D	A	U	D	A	U	D
Campus Conditions and Culture													
Students are expected to meet high academic standards at my campus.	2017	100%	0%	0%	95%	4%	2%	86%	8%	6%	86%	7%	7%
	2018	100%	0%	0%	94%	5%	2%	85%	7%	7%	84%	7%	9%
	2019	100%	0%	0%	99%	0%	1%	88%	6%	7%	85%	6%	9%
	2020	94%	0%	6%	99%	0%	1%	95%	2%	3%	89%	5%	6%
My principal supports the work I do in the classroom.	2017	84%	16%	0%	87%	8%	5%	81%	12%	7%	81%	10%	9%
	2018	79%	21%	0%	92%	6%	2%	84%	9%	7%	81%	10%	9%
	2019	100%	0%	0%	88%	12%	0%	82%	10%	8%	82%	11%	7%
	2020	87%	7%	7%	90%	9%	1%	90%	7%	3%	87%	9%	4%
My campus promotes continuous learning for teachers and administrators.	2017	94%	3%	3%	93%	4%	3%	71%	15%	14%	80%	11%	9%
	2018	87%	7%	7%	95%	3%	2%	78%	10%	12%	76%	14%	11%
	2019	100%	0%	0%	96%	4%	0%	82%	10%	7%	79%	13%	8%
	2020	83%	6%	11%	93%	4%	3%	90%	5%	5%	87%	8%	5%
The purpose of H-STEP is clear to me.	2017	73%	12%	15%	68%	17%	16%	50%	25%	25%	50%	22%	28%
	2018	81%	13%	6%	74%	15%	11%	65%	17%	18%	57%	20%	23%
	2019	86%	0%	14%	85%	12%	3%	68%	19%	13%	60%	24%	16%
	2020	100%	0%	0%	89%	3%	8%	74%	14%	12%	70%	19%	11%
The instructional vision of H-STEP is well communicated at my campus.	2017	56%	28%	16%	58%	23%	19%	43%	28%	28%	44%	25%	31%
	2018	75%	19%	6%	62%	23%	15%	55%	20%	25%	51%	23%	26%
	2019	79%	7%	14%	68%	22%	10%	60%	23%	17%	51%	28%	21%
	2020	88%	6%	6%	85%	8%	7%	64%	23%	12%	65%	22%	14%
I receive the support I need to implement H-STEP at my campus.	2017	61%	21%	18%	63%	25%	13%	42%	33%	25%	44%	30%	26%
	2018	69%	25%	6%	71%	18%	11%	55%	25%	21%	50%	28%	22%
	2019	79%	14%	7%	74%	21%	5%	57%	27%	16%	51%	31%	18%
	2020	89%	6%	6%	84%	8%	8%	67%	24%	9%	64%	26%	11%
Support from the Central Office for the implementation of H-STEP is helpful.	2017												
	2018	56%	38%	6%	49%	35%	15%	45%	33%	23%	44%	34%	22%
	2019	71%	7%	21%	70%	25%	5%	45%	34%	22%	43%	38%	19%
	2020	83%	11%	6%	77%	11%	12%	56%	33%	11%	54%	34%	12%
Support from the District (Cluster) Office for the implementation of H-STEP is helpful.	2017												
	2018	50%	44%	6%	57%	29%	14%	49%	29%	23%	45%	33%	22%
	2019	71%	7%	21%	64%	27%	8%	49%	32%	19%	43%	38%	18%
	2020	82%	12%	6%	71%	16%	12%	59%	29%	12%	56%	32%	12%

	Year	Principals						Teachers					
		TIF Priority Schools			Other TIF Schools			TIF Priority Schools			Other TIF Schools		
		A	U	D	A	U	D	A	U	D	A	U	D
Professional Development The professional development offerings at my campus...													
Are aligned to performance standards.	2017	83%	10%	7%	82%	12%	6%	70%	17%	12%	73%	15%	13%
	2018	88%	13%	0%	84%	11%	5%	76%	11%	14%	70%	16%	15%
	2019	93%	0%	7%	82%	15%	3%	67%	20%	12%	70%	15%	14%
	2020	82%	0%	18%	92%	4%	4%	77%	13%	10%	77%	14%	9%
Are differentiated to meet the specific needs of teachers.	2017	73%	13%	13%	70%	14%	16%	55%	21%	24%	59%	18%	23%
	2018	75%	25%	0%	66%	17%	17%	59%	15%	27%	54%	18%	28%
	2019	64%	29%	7%	72%	18%	11%	54%	18%	27%	53%	21%	25%
	2020	65%	12%	24%	75%	16%	8%	61%	18%	21%	63%	17%	20%
Help to strengthen teachers' instructional practices.	2017	77%	13%	10%	81%	13%	6%	66%	19%	16%	69%	16%	15%
	2018	81%	19%	0%	86%	5%	9%	67%	14%	19%	64%	17%	19%
	2019	86%	7%	7%	82%	12%	5%	66%	17%	17%	66%	18%	15%
	2020	71%	12%	18%	84%	11%	5%	75%	16%	8%	75%	14%	11%
Help to strengthen administrators' instructional supervision.	2017	77%	10%	13%	76%	13%	11%	50%	37%	13%	53%	31%	16%
	2018	81%	19%	0%	69%	17%	14%	49%	31%	20%	49%	34%	17%
	2019	71%	7%	21%	80%	14%	7%	53%	26%	20%	49%	34%	17%
	2020	82%	12%	6%	82%	11%	7%	64%	26%	10%	61%	29%	10%
Support me in meeting the learning needs of all students.	2017	83%	10%	7%	77%	19%	4%	60%	22%	18%	66%	18%	16%
	2018	69%	25%	6%	77%	11%	13%	64%	16%	20%	62%	18%	21%
	2019	86%	7%	7%	82%	14%	4%	59%	23%	18%	63%	18%	19%
	2020	82%	12%	6%	88%	7%	6%	73%	14%	13%	71%	16%	13%
Career Pathways													
I can guide my own professional and career development.	2017	82%	11%	7%	94%	3%	3%	76%	13%	11%	78%	14%	8%
	2018	80%	20%	0%	89%	5%	6%	76%	15%	10%	70%	18%	12%
	2019	93%	7%	0%	86%	5%	8%	78%	13%	9%	75%	15%	10%
	2020	83%	11%	6%	93%	4%	3%	84%	12%	4%	82%	12%	7%
I understand what pathways are available for me to advance in the profession.	2017	86%	11%	4%	85%	8%	7%	66%	18%	16%	66%	17%	17%
	2018	80%	13%	7%	77%	16%	8%	65%	15%	21%	60%	19%	21%
	2019	100%	0%	0%	83%	10%	7%	73%	15%	12%	70%	14%	16%
	2020	94%	6%	0%	92%	3%	6%	79%	16%	5%	76%	15%	10%
I use the Frontline MyLearningPlan to assess my progress toward professional development goals.	2017	46%	39%	14%	61%	22%	17%	44%	29%	28%	45%	24%	30%
	2018	67%	20%	13%	56%	27%	17%	50%	21%	30%	44%	28%	28%
	2019	86%	7%	7%	64%	22%	14%	70%	15%	15%	66%	17%	18%
	2020	76%	12%	12%	76%	10%	14%	72%	13%	15%	65%	17%	18%
I use the competency based micro-credentials to prepare for a future leadership role.	2017	48%	33%	19%	58%	22%	19%	42%	29%	29%	44%	24%	32%
	2018	67%	20%	13%	59%	19%	22%	38%	29%	33%	40%	29%	31%
	2019	50%	36%	14%	49%	28%	24%	47%	30%	24%	36%	33%	31%
	2020	53%	29%	18%	49%	27%	24%	45%	32%	24%	40%	30%	30%

	Year	Principals						Teachers					
		TIF Priority Schools			Other TIF Schools			TIF Priority Schools			Other TIF Schools		
		A	U	D	A	U	D	A	U	D	A	U	D
I see a connection between evaluation, professional development, and career pathways at my campus.	2017	79%	11%	11%	75%	13%	13%	55%	23%	22%	58%	21%	21%
	2018	71%	14%	14%	70%	21%	10%	54%	21%	25%	55%	21%	24%
	2019	71%	29%	0%	75%	13%	13%	63%	22%	14%	60%	22%	18%
	2020	76%	18%	6%	83%	11%	6%	75%	16%	9%	70%	19%	12%
Teacher and Administrator Evaluation													
Classroom observations include a pre-observation conference, the observation, and a post-observation conference.	2017	88%	8%	4%	86%	10%	4%	79%	8%	14%	79%	8%	13%
	2018	100%	0%	0%	97%	0%	3%	86%	5%	9%	79%	6%	14%
	2019	92%	8%	0%	99%	0%	1%	81%	9%	9%	81%	8%	11%
	2020	100%	0%	0%	96%	3%	1%	94%	3%	3%	88%	5%	6%
Observations of my instructional practices are conducted by qualified observers/evaluators (for teachers only).	2017							83%	9%	8%	83%	9%	8%
	2018							86%	8%	6%	83%	8%	9%
	2019							82%	12%	6%	82%	10%	8%
	2020							93%	6%	2%	88%	8%	4%
The same observer/evaluator conducts the conferences and the observations.	2017	84%	8%	8%	90%	10%	0%	82%	8%	10%	85%	7%	8%
	2018	100%	0%	0%	95%	3%	2%	87%	8%	5%	83%	8%	9%
	2019	85%	0%	15%	94%	3%	3%	85%	7%	8%	82%	9%	9%
	2020	100%	0%	0%	93%	4%	3%	90%	5%	4%	85%	7%	8%
My observer/evaluator provides helpful feedback on improving my instructional practices (for teachers only).	2017							75%	11%	14%	75%	13%	12%
	2018							78%	10%	12%	73%	13%	13%
	2019							76%	11%	13%	75%	14%	11%
	2020							87%	7%	6%	81%	11%	8%
Observations of my instructional leadership are conducted by the same supervisor (for principals only).	2017	71%	14%	14%	82%	14%	5%						
	2018	100%	0%	0%	87%	6%	7%						
	2019	92%	0%	8%	83%	10%	7%						
	2020	100%	0%	0%	80%	12%	8%						
My supervisor provides helpful feedback on improving my instructional leadership (for principals only).	2017	77%	18%	5%	80%	13%	7%						
	2018	80%	13%	7%	85%	7%	7%						
	2019	100%	0%	0%	79%	16%	5%						
	2020	80%	13%	7%	81%	15%	4%						
The results of my evaluation inform my professional development plan for next year.	2017	72%	24%	4%	79%	15%	6%	64%	23%	13%	68%	18%	15%
	2018	80%	20%	0%	81%	11%	8%	68%	21%	11%	67%	16%	17%
	2019	100%	0%	0%	78%	10%	12%	70%	15%	15%	68%	18%	14%
	2020	88%	6%	6%	83%	13%	4%	80%	14%	6%	74%	15%	11%
Performance-Based Compensation Performance-based compensation (PBC) should...													
Reward teachers for improving student achievement in their classrooms.	2017	92%	0%	8%	96%	2%	2%	80%	13%	7%	81%	11%	8%
	2018	94%	0%	6%	97%	2%	2%	83%	10%	7%	82%	12%	6%
	2019	93%	0%	7%	93%	4%	3%	87%	7%	6%	82%	11%	7%
	2020	94%	6%	0%	96%	1%	3%	90%	7%	4%	88%	7%	5%

	Year	Principals						Teachers					
		TIF Priority Schools			Other TIF Schools			TIF Priority Schools			Other TIF Schools		
		A	U	D	A	U	D	A	U	D	A	U	D
Reward teachers for improving instructional practices.	2017	96%	0%	4%	96%	3%	1%	79%	13%	7%	82%	11%	7%
	2018	88%	0%	13%	94%	3%	3%	85%	10%	6%	82%	13%	5%
	2019	93%	0%	7%	90%	7%	3%	86%	8%	7%	82%	10%	7%
	2020	100%	0%	0%	92%	4%	4%	90%	6%	4%	88%	7%	4%
Reward teachers for serving in such roles as teacher mentors, instructional coaches, or department chairs.	2017	88%	8%	4%	99%	1%	0%	85%	11%	4%	86%	8%	5%
	2018	100%	0%	0%	95%	2%	3%	87%	9%	4%	85%	11%	4%
	2019	100%	0%	0%	94%	6%	0%	89%	8%	3%	85%	10%	6%
	2020	100%	0%	0%	97%	1%	1%	92%	6%	2%	88%	8%	4%
Reward principals for improving student achievement at their campuses.	2017	77%	19%	4%	96%	2%	2%	74%	19%	7%	72%	18%	10%
	2018	94%	0%	6%	94%	6%	0%	76%	19%	6%	71%	20%	9%
	2019	93%	0%	7%	86%	8%	6%	75%	18%	7%	73%	21%	6%
	2020	88%	6%	6%	94%	6%	0%	84%	12%	4%	77%	17%	6%
The Impact of H-STEP on Educator Effectiveness and Student Growth I believe H-STEP contributes to improvement in...													
Reflection on my [teachers'] instructional practices.	2017	85%	12%	4%	81%	15%	3%	69%	25%	6%	64%	25%	11%
	2018	71%	21%	7%	82%	10%	8%	70%	21%	9%	64%	26%	10%
	2019	85%	8%	8%	74%	21%	4%	74%	19%	6%	69%	22%	9%
	2020	94%	6%	0%	86%	9%	6%	82%	15%	4%	79%	16%	6%
Instruction-focused dialogue with my colleagues.	2017	88%	8%	4%	76%	22%	2%	63%	26%	11%	59%	27%	14%
	2018	73%	20%	7%	82%	10%	8%	64%	21%	14%	60%	28%	13%
	2019	86%	7%	7%	75%	20%	6%	72%	17%	11%	63%	24%	13%
	2020	94%	6%	0%	89%	6%	6%	73%	19%	8%	72%	18%	9%
Instruction-focused dialogue with my supervisor.	2017	88%	12%	0%	82%	13%	5%	67%	23%	11%	62%	25%	12%
	2018	73%	20%	7%	85%	8%	6%	66%	24%	10%	63%	26%	11%
	2019	85%	8%	8%	83%	15%	1%	70%	20%	10%	65%	22%	12%
	2020	89%	6%	6%	89%	7%	4%	81%	15%	4%	76%	17%	6%
Student achievement at my campus. [Harmony Public Schools.]	2017	92%	8%	0%	86%	12%	2%	67%	26%	7%	63%	27%	11%
	2018	80%	20%	0%	85%	8%	6%	67%	24%	9%	61%	28%	10%
	2019	86%	7%	7%	77%	20%	3%	71%	20%	10%	66%	22%	12%
	2020	89%	11%	0%	90%	7%	3%	80%	14%	6%	77%	17%	6%
Reduction of the gaps (e.g., student achievement, teacher effectiveness) between lower- and higher-poverty campuses.	2017	88%	12%	0%	80%	18%	2%	58%	32%	10%	57%	31%	12%
	2018	67%	20%	13%	79%	11%	10%	58%	29%	14%	54%	32%	13%
	2019	79%	7%	14%	76%	17%	7%	64%	21%	15%	60%	27%	13%
	2020	78%	17%	6%	86%	7%	7%	68%	22%	10%	69%	22%	8%
The Impact of H-STEP on Educator Engagement and Retention I believe H-STEP contributes to improvement in...													
Recruiting effective teachers.	2017	65%	19%	15%	76%	20%	4%	63%	26%	11%	54%	34%	12%
	2018	69%	31%	0%	64%	25%	11%	56%	26%	18%	55%	32%	13%
	2019	79%	7%	14%	60%	24%	17%	57%	29%	14%	54%	30%	15%
	2020	65%	24%	12%	73%	21%	7%	70%	19%	11%	63%	25%	11%

	Year	Principals						Teachers					
		TIF Priority Schools			Other TIF Schools			TIF Priority Schools			Other TIF Schools		
		A	U	D	A	U	D	A	U	D	A	U	D
Recruiting effective principals.	2017	56%	28%	16%	69%	23%	7%	59%	28%	13%	51%	35%	13%
	2018	56%	44%	0%	56%	30%	14%	50%	35%	15%	51%	35%	14%
	2019	71%	14%	14%	51%	30%	20%	52%	34%	14%	52%	36%	13%
	2020	56%	38%	6%	70%	19%	11%	65%	25%	10%	59%	31%	9%
Retaining effective teachers.	2017	85%	8%	8%	82%	14%	4%	61%	26%	13%	56%	30%	14%
	2018	69%	25%	6%	77%	14%	9%	56%	25%	19%	57%	28%	15%
	2019	71%	14%	14%	69%	17%	14%	57%	25%	18%	55%	28%	17%
	2020	83%	17%	0%	82%	11%	7%	72%	17%	12%	66%	22%	12%
Retaining effective principals.	2017	73%	15%	12%	74%	18%	7%	60%	28%	12%	53%	36%	11%
	2018	63%	38%	0%	65%	24%	11%	52%	36%	12%	55%	33%	12%
	2019	71%	14%	14%	65%	22%	13%	53%	33%	14%	53%	36%	12%
	2020	63%	31%	6%	73%	19%	8%	67%	23%	10%	63%	29%	9%
Capacity Building To increase my effectiveness as a teacher or an administrator, I need additional support in...													
Using multiple measures of assessments to monitor student growth.	2017	81%	15%	4%	74%	6%	19%	71%	13%	16%	67%	14%	19%
	2018	75%	19%	6%	70%	10%	21%	73%	13%	14%	66%	14%	20%
	2019	86%	14%	0%	66%	6%	28%	68%	13%	20%	65%	14%	21%
	2020	71%	12%	18%	72%	13%	15%	70%	13%	17%	69%	12%	19%
Using student achievement data in setting learning goals.	2017	81%	8%	12%	76%	7%	16%	73%	11%	16%	69%	13%	18%
	2018	69%	19%	13%	74%	10%	16%	71%	11%	18%	67%	14%	19%
	2019	93%	7%	0%	66%	9%	25%	68%	11%	21%	66%	14%	20%
	2020	82%	12%	6%	72%	11%	17%	74%	9%	17%	70%	12%	18%
Differentiating instructional strategies to meet the needs of all students.	2017	85%	4%	12%	84%	5%	11%	79%	9%	12%	80%	10%	10%
	2018	67%	27%	7%	77%	10%	13%	81%	9%	10%	75%	12%	13%
	2019	92%	8%	0%	79%	10%	10%	78%	9%	13%	75%	12%	14%
	2020	78%	6%	17%	88%	6%	7%	78%	9%	14%	80%	8%	12%
Using data from my evaluations to make improvements in my instructional practices (for teachers only).	2017							72%	13%	15%	72%	15%	13%
	2018							75%	11%	14%	69%	15%	16%
	2019							66%	17%	18%	66%	16%	18%
	2020							72%	11%	16%	71%	13%	15%
Using data from my evaluations to make improvements in my instructional leadership (for principals only).	2017	92%	8%	0%	87%	4%	8%						
	2018	75%	13%	13%	82%	8%	10%						
	2019	85%	15%	0%	82%	5%	13%						
	2020	94%	6%	0%	83%	9%	8%						

Note: The following 8 schools were identified as priority schools in the 2016 H-STEP proposal: Harmony Science Academy – Austin; Harmony Science Academy – Houston; Harmony School of Excellence – Endeavor; Harmony School of Innovation – San Antonio; Harmony School of Innovation – Austin; Harmony School of Innovation – Laredo; Harmony Science Academy – Lubbock; Harmony Science Academy – Odessa. Responses to survey questions were not required, therefore total numbers of respondents may vary; Percentages reported are "valid percent" when missing data are excluded from the calculations; A = Total Agree, a composite of strongly agree/agree. U = Undecided. D = Total Disagree, a composite of strongly disagree/disagree. N (H-STEP Principal, 2017-18) = 126. N (H-STEP Teacher, 2017-18) = 1,520. N (H-STEP Principal, 2018-19) = 132. N (H-STEP Teacher, 2018-19) = 1,633. N (H-STEP Principal, 2019-20) = 120. N (H-STEP Teacher, 2019-20) = 1,653.

Table D provides H-STEP Survey results for teachers disaggregated by HPS district.

Table D. H-STEP Teachers' Responses by District (% in Agreement)

	Year	Austin	DFW	EL Paso	Houston North	Houston South	Houston West	San Antonio
Campus Conditions and Culture								
Students are expected to meet high academic standards at my campus.	2017	85%	83%	87%	83%	84%	98%	94%
	2018	81%	79%	86%	83%	84%	97%	92%
	2019	81%	82%	92%	82%	83%	100%	90%
	2020	92%	83%	93%	90%	92%	100%	93%
My principal supports the work I do in the classroom.	2017	83%	78%	83%	81%	80%	91%	85%
	2018	77%	80%	79%	76%	87%	92%	87%
	2019	81%	85%	89%	80%	84%	82%	76%
	2020	87%	86%	87%	85%	93%	96%	87%
My campus promotes continuous learning for teachers and administrators.	2017	71%	80%	73%	74%	82%	90%	83%
	2018	66%	75%	75%	71%	83%	75%	82%
	2019	73%	81%	84%	74%	84%	88%	81%
	2020	87%	83%	88%	86%	90%	91%	90%
The purpose of H-STEP is clear to me.	2017	44%	44%	57%	42%	52%	47%	63%
	2018	54%	52%	68%	52%	69%	47%	62%
	2019	58%	53%	73%	56%	64%	74%	64%
	2020	63%	64%	77%	68%	78%	77%	76%
The instructional vision of H-STEP is well communicated at my campus.	2017	36%	36%	52%	39%	47%	53%	56%
	2018	46%	44%	62%	44%	61%	33%	59%
	2019	47%	49%	67%	43%	51%	65%	55%
	2020	60%	56%	71%	61%	73%	72%	68%
I receive the support I need to implement H-STEP at my campus.	2017	37%	37%	49%	38%	48%	53%	53%
	2018	45%	42%	58%	44%	61%	36%	60%
	2019	47%	51%	62%	41%	48%	62%	56%
	2020	62%	56%	66%	60%	75%	72%	71%
Support from the Central Office for the implementation of H-STEP is helpful.	2017							
	2018	33%	35%	49%	42%	56%	28%	55%
	2019	32%	37%	56%	37%	49%	65%	46%
	2020	45%	42%	57%	54%	63%	65%	68%
Support from the District (Cluster) Office for the implementation of H-STEP is helpful.	2017							
	2018	36%	34%	54%	42%	58%	25%	58%
	2019	31%	38%	61%	37%	49%	62%	47%
	2020	49%	43%	61%	56%	65%	67%	68%
Professional Development								
The professional development offerings at my campus...								
Are aligned to performance standards.	2017	57%	69%	73%	72%	74%	72%	85%
	2018	63%	66%	77%	66%	75%	63%	80%
	2019	53%	69%	80%	67%	75%	71%	69%
	2020	72%	69%	83%	75%	88%	83%	79%

	Year	Austin	DFW	EL Paso	Houston North	Houston South	Houston West	San Antonio
Are differentiated to meet the specific needs of teachers.	2017	46%	58%	56%	57%	58%	63%	70%
	2018	51%	51%	60%	47%	60%	49%	64%
	2019	43%	52%	56%	50%	65%	56%	54%
	2020	64%	55%	64%	58%	75%	79%	63%
Help to strengthen teachers' instructional practices.	2017	55%	67%	66%	63%	71%	77%	80%
	2018	56%	63%	64%	61%	70%	56%	75%
	2019	51%	66%	72%	57%	75%	74%	70%
	2020	75%	66%	79%	73%	84%	83%	79%
Help to strengthen administrators' instructional supervision.	2017	41%	49%	55%	50%	55%	56%	66%
	2018	38%	46%	49%	42%	56%	38%	61%
	2019	39%	48%	57%	44%	57%	50%	52%
	2020	57%	56%	64%	59%	71%	74%	64%
Support me in meeting the learning needs of all students.	2017	48%	63%	65%	65%	65%	79%	76%
	2018	52%	58%	64%	56%	68%	59%	74%
	2019	50%	62%	68%	57%	73%	61%	60%
	2020	67%	63%	74%	69%	79%	81%	76%
Career Pathways								
I can guide my own professional and career development.	2017	75%	77%	78%	76%	79%	72%	78%
	2018	72%	69%	74%	72%	73%	51%	72%
	2019	73%	75%	81%	74%	78%	74%	72%
	2020	84%	82%	82%	85%	80%	74%	82%
I understand what pathways are available for me to advance in the profession.	2017	60%	62%	70%	64%	72%	67%	69%
	2018	56%	57%	67%	59%	66%	51%	65%
	2019	68%	68%	79%	66%	74%	76%	68%
	2020	73%	74%	78%	76%	79%	81%	77%
I use the Frontline MyLearningPlan to assess my progress toward professional development goals.	2017	40%	38%	46%	40%	51%	53%	56%
	2018	37%	41%	46%	43%	49%	29%	56%
	2019	56%	66%	71%	64%	70%	68%	70%
	2020	57%	61%	68%	65%	72%	74%	73%
I use the competency based micro-credentials to prepare for a future leadership role.	2017	33%	36%	49%	38%	50%	42%	57%
	2018	26%	36%	42%	38%	43%	23%	55%
	2019	35%	31%	53%	34%	39%	44%	37%
	2020	34%	31%	50%	39%	46%	55%	45%
I see a connection between evaluation, professional development, and career pathways at my campus.	2017	53%	50%	55%	56%	65%	70%	67%
	2018	44%	51%	59%	53%	58%	49%	66%
	2019	50%	61%	70%	57%	62%	65%	59%
	2020	64%	65%	73%	74%	73%	78%	74%
Teacher and Administrator Evaluation								
Classroom observations include a pre-observation conference, the observation, and a post-observation conference.	2017	81%	80%	69%	76%	82%	76%	86%
	2018	82%	77%	77%	77%	86%	74%	90%
	2019	85%	87%	81%	72%	85%	68%	78%
	2020	92%	89%	88%	85%	95%	87%	89%



	Year	Austin	DFW	EL Paso	Houston North	Houston South	Houston West	San Antonio
Observations of my instructional practices are conducted by qualified observers/evaluators (for teachers only).	2017	82%	85%	79%	82%	84%	73%	86%
	2018	78%	80%	85%	81%	87%	77%	89%
	2019	70%	82%	88%	85%	88%	76%	77%
	2020	88%	86%	91%	87%	96%	96%	88%
The same observer/evaluator conducts the conferences and the observations.	2017	85%	87%	79%	80%	82%	78%	90%
	2018	84%	82%	82%	80%	84%	66%	93%
	2019	84%	84%	87%	77%	80%	71%	84%
	2020	91%	83%	85%	81%	91%	77%	92%
My observer/evaluator provides helpful feedback on improving my instructional practices.	2017	77%	74%	66%	73%	77%	67%	82%
	2018	69%	70%	67%	73%	83%	71%	85%
	2019	69%	77%	81%	72%	80%	76%	70%
	2020	83%	81%	79%	80%	91%	83%	85%
The results of my evaluation inform my professional development plan for next year.	2017	64%	63%	63%	67%	70%	66%	77%
	2018	60%	66%	61%	65%	72%	57%	80%
	2019	59%	67%	74%	65%	75%	63%	71%
	2020	76%	71%	71%	75%	80%	81%	82%
Performance-Based Compensation Performance-based compensation (PBC) should...								
Reward teachers for improving student achievement in their classrooms.	2017	72%	74%	85%	85%	82%	87%	87%
	2018	76%	79%	87%	84%	86%	80%	85%
	2019	82%	78%	89%	80%	89%	94%	81%
	2020	89%	85%	91%	88%	90%	91%	90%
Reward teachers for improving instructional practices.	2017	76%	78%	86%	85%	81%	87%	84%
	2018	80%	81%	86%	84%	82%	83%	83%
	2019	86%	80%	88%	78%	90%	88%	79%
	2020	91%	84%	92%	90%	90%	91%	88%
Reward teachers for serving in such roles as teacher mentors, instructional coaches, or department chairs.	2017	89%	83%	88%	88%	85%	95%	87%
	2018	83%	86%	87%	85%	85%	82%	87%
	2019	87%	83%	90%	84%	89%	91%	82%
	2020	92%	82%	90%	93%	89%	98%	92%
Reward principals for improving student achievement at their campuses.	2017	63%	68%	79%	77%	73%	79%	74%
	2018	57%	69%	79%	72%	76%	62%	77%
	2019	67%	69%	83%	69%	80%	91%	72%
	2020	76%	72%	81%	82%	80%	91%	80%
The Impact of H-STEP on Educator Effectiveness and Student Growth I believe H-STEP contributes to improvement in...								
Reflection on my instructional practices.	2017	60%	58%	72%	60%	69%	72%	75%
	2018	61%	56%	71%	60%	72%	60%	75%
	2019	57%	68%	79%	60%	75%	82%	74%
	2020	76%	72%	82%	77%	87%	89%	85%

	Year	Austin	DFW	EL Paso	Houston North	Houston South	Houston West	San Antonio
Instruction-focused dialogue with my colleagues.	2017	49%	53%	65%	54%	64%	62%	75%
	2018	47%	52%	70%	57%	66%	54%	73%
	2019	49%	61%	76%	57%	67%	70%	72%
	2020	64%	65%	74%	71%	79%	81%	82%
Instruction-focused dialogue with my supervisor.	2017	54%	55%	69%	59%	66%	69%	77%
	2018	56%	56%	70%	57%	71%	63%	73%
	2019	55%	68%	75%	56%	68%	70%	70%
	2020	77%	73%	77%	73%	83%	83%	82%
Student achievement at my campus.	2017	56%	55%	72%	57%	65%	72%	79%
	2018	49%	54%	71%	52%	75%	54%	74%
	2019	54%	64%	78%	56%	72%	79%	72%
	2020	70%	72%	81%	77%	82%	83%	84%
Reduction of the gaps (e.g., student achievement, teacher effectiveness) between lower- and higher-poverty campuses.	2017	46%	50%	64%	51%	60%	62%	72%
	2018	41%	47%	65%	50%	62%	54%	65%
	2019	50%	55%	74%	48%	64%	76%	67%
	2020	58%	62%	72%	69%	76%	77%	75%
The Impact of H-STEP on Educator Engagement and Retention								
I believe H-STEP contributes to improvement in...								
Recruiting effective teachers.	2017	50%	44%	64%	52%	63%	61%	66%
	2018	42%	50%	62%	47%	62%	43%	67%
	2019	38%	47%	72%	44%	63%	67%	61%
	2020	58%	54%	71%	61%	75%	72%	71%
Recruiting effective principals.	2017	44%	41%	62%	51%	61%	55%	64%
	2018	34%	47%	56%	46%	59%	43%	64%
	2019	38%	46%	67%	44%	55%	64%	55%
	2020	52%	51%	68%	61%	68%	70%	66%
Retaining effective teachers.	2017	46%	49%	65%	50%	62%	66%	69%
	2018	42%	51%	64%	50%	66%	49%	66%
	2019	43%	49%	71%	44%	64%	67%	59%
	2020	63%	58%	72%	62%	73%	74%	75%
Retaining effective principals.	2017	43%	46%	63%	51%	59%	58%	67%
	2018	35%	49%	62%	48%	64%	49%	66%
	2019	40%	48%	69%	43%	59%	64%	55%
	2020	56%	55%	74%	60%	67%	76%	69%
Capacity Building								
To increase my effectiveness as a teacher or an administrator, I need additional support in:								
Using multiple measures of assessments to monitor student growth.	2017	65%	65%	77%	63%	67%	71%	72%
	2018	60%	63%	78%	64%	68%	53%	74%
	2019	56%	63%	76%	58%	71%	68%	66%
	2020	60%	65%	70%	74%	75%	83%	71%
Using student achievement data in setting learning goals.	2017	67%	64%	79%	66%	72%	68%	75%
	2018	58%	69%	73%	63%	69%	57%	71%
	2019	56%	66%	77%	54%	72%	74%	68%
	2020	65%	65%	72%	72%	76%	77%	74%

	Year	Austin	DFW	EL Paso	Houston North	Houston South	Houston West	San Antonio
Differentiating instructional strategies to meet the needs of all students.	2017	80%	76%	86%	75%	82%	71%	84%
	2018	73%	74%	84%	74%	78%	62%	80%
	2019	70%	73%	81%	72%	79%	85%	76%
	2020	76%	76%	82%	82%	81%	83%	81%
Using data from my evaluations to make improvements in my instructional practices.	2017	66%	67%	74%	70%	77%	68%	80%
	2018	58%	66%	81%	61%	75%	68%	78%
	2019	54%	66%	75%	56%	72%	65%	70%
	2020	66%	66%	73%	70%	79%	85%	75%

Note. N (2016-17) = 1,574. The numbers of respondents are 163, 431, 221, 218, 256, 43, and 242, respectively. N (2017-18) = 1,520. The numbers of respondents are 156, 410, 220, 234, 223, 48, and 229, respectively. N (2018-19) = 1,633. The numbers of respondents are 167, 413, 270, 248, 201, 42, and 292, respectively. N (2019-20) = 1,653. The numbers of respondents are 170, 426, 258, 235, 229, 54, and 281, respectively.

Table E supplements Tables 10-13 (Chapter V) by displaying which micro-credentials were earned by each educator group. The table has been sorted by the number of micro-credentials earned by H-STEP campus educators in descending order. The micro-credential earned by most H-STEP campus educators is *Using Formative Assessment to Modify Future Instruction* (22 educators), followed by *Facilitating Effective Meetings Focused on Collaboration* (20 educators).

Table E. Micro-Credentials Earned by Educator Group, 2019-20

Micro Credential	Central Office Administrator	District Administrator	H-STEP Campus Educator	Non H-STEP Campus Educator	Total (n=612)
Using Formative Assessment to Modify Future Instruction	0	0	22	14	36
Facilitating Effective Meetings Focused on Collaboration	0	0	20	12	32
Communicating Expectations with Students and Stakeholders Using G Suite	0	0	19	6	25
Building Collaborative Relationships with Peers (HPS)	0	0	18	11	29
Creating Habits Around Effective Questioning	0	0	18	11	29
Identifying SLO Target Areas Using Pre-Instruction Data	0	0	18	11	29
Communication to Support Student Learning in a Digital Learning Environment	0	0	18	8	26
Collaboration to Support Student Learning in a Digital Learning Environment	0	0	16	6	22
Adopting a Systems Approach to School Improvement	0	0	15	10	25

Micro Credential	Central Office Administrator	District Administrator	H-STEP Campus Educator	Non H-STEP Campus Educator	Total (n=612)
Engaging Students in Authentic Learning Experiences Connected to Local and Global Issues	0	0	13	9	22
Building Collaborative Relationships with Teacher Learners (HPS)	0	0	13	4	17
Communicating High Behavioral Expectations with TLAC (HPS)	0	0	12	10	22
Providing Quality Feedback on Instructional Planning	0	0	12	6	18
Eliciting Student Thinking to Accurately Inform Instruction (HPS)	0	0	11	7	18
Cultivating High Behavioral Expectations with TLAC (HPS)	0	0	10	14	24
Maximizing Learning Through Classroom Routines	0	0	9	9	18
Facilitating Adult Learning (HPS)	0	2	8	8	18
Engaging in Professional Learning Communities	0	0	8	8	16
Engaging Families in the Learning Process	0	0	8	1	9
Improve Student Understanding with Feedback Using G Suite	0	0	8	1	9
Understand and Share Student Growth Using G Suite	0	0	8	1	9
Guiding Data-Driven Interventions	0	0	7	8	15
Communicating Expectations of Curriculum with Teachers and Administrators Using G Suite	1	0	7	3	11
Using Backward Planning to Design and Audit Curriculum	0	0	7	2	9
Engage Student Learning Through a Group Project Using G Suite	0	0	7	1	8
Selecting and Implementing Research-Driven Instructional Strategies	0	0	6	7	13
Developing Consensus in Your PLC	0	0	5	1	6
Mentoring Using the Instructional Improvement Cycle (HPS)	0	0	5	1	6

Micro Credential	Central Office Administrator	District Administrator	H-STEP Campus Educator	Non H-STEP Campus Educator	Total (n=612)
Supporting Educators in Competency-Based Professional Learning via Micro-Credentials	2	2	4	9	17
Setting and Achieving Growth Goals with an Instructional Leader	0	0	4	3	7
Facilitating a Collaborative Inquiry Cycle	0	0	4	1	5
Planning with Students in Mind with TLAC (HPS)	0	0	4	1	5
Providing Evidence-Driven Feedback (HPS)	0	0	4	1	5
Anticipating and Reflecting on Student Responses to Formative Assessments	0	0	3	0	3
Modifying Instruction through Formative Assessments During a Lesson	0	0	2	4	6
Creating Student Skill Profiles to Determine Student Growth Targets	0	0	2	3	5
Developing Curriculum-Based Assessment to Drive Student Achievement Across Schools	0	0	2	0	2
Engaging Families in Support of Student Learning	0	0	2	0	2
Creating a Positive Behavior Management System for Students with Exceptionalities	0	0	1	3	4
Collaborating to Meet the Needs of Diverse Learners	0	0	1	2	3
Promoting Active Student Engagement for Students with Exceptionalities	0	0	1	2	3
Planning with Students in Mind with TLAC	0	0	1	1	2
Administering Effective Individual Counseling	0	0	1	0	1
Building a School Culture Where Every Student Succeeds	0	0	1	0	1
Guiding Students to Select an Endorsement	0	0	1	0	1
Nurturing Agency	0	0	1	0	1
Helping Teachers Identify Current Reality to Prepare for Change	0	2	0	3	5

Micro Credential	Central Office Administrator	District Administrator	H-STEP Campus Educator	Non H-STEP Campus Educator	Total (n=612)
Implementing Culturally Responsive Curriculum	0	0	0	4	4
Identifying Your Student Learning Needs	0	0	0	3	3
Measuring the Impact of Change Based on Student-Focused Goals	0	1	0	2	3
Facilitating Implementation of Research-Driven Instructional Strategies	0	1	0	1	2
Developing a System of Academic and Social Supports	0	0	0	1	1

Tables F and G supplement Tables 22 and 23 (Chapter VIII) by disaggregating teacher observation ratings by TIF priority and TIF non-priority campuses. The average ratings on TIF priority campuses have surpassed those on non-priority campuses in 2019-20, the first time during the 2014-15 to 2019-20 period. In addition, the average ratings for teachers from the TIF priority campuses—both overall and on individual indicators—have been increasing over the years.

Table F. Distribution of Overall Observation Ratings: TIF Priority vs. TIF Non-Priority Campuses

Year	Campus Type	N of Teachers	Distribution of Observation Ratings				Average Rating
			Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	
2014-2015	TIF Priority	23	0.0%	56.5%	43.5%	0.0%	2.43
	TIF Non-Priority	92	2.2%	45.7%	48.9%	3.3%	2.53
2015-2016*	TIF Priority	217	8.3%	41.5%	47.9%	2.3%	2.44
	TIF Non-Priority	1,109	4.6%	29.4%	59.5%	6.5%	2.68
2016-2017	TIF Priority	293	2.0%	36.2%	58.0%	3.8%	2.63
	TIF Non-Priority	1,370	4.2%	29.1%	57.7%	9.0%	2.72
2017-2018	TIF Priority	318	1.9%	28.6%	63.2%	6.3%	2.74
	TIF Non-Priority	1,398	2.1%	28.3%	56.7%	13.0%	2.81
2018-2019	TIF Priority	324	2.2%	25.0%	60.5%	12.3%	2.83
	TIF Non-Priority	1,410	2.8%	24.8%	58.9%	13.6%	2.84
2019-2020	TIF Priority	325	1.5%	19.4%	61.5%	17.5%	2.95
	TIF Non-Priority	1,363	1.9%	22.6%	61.0%	14.5%	2.88

Note. The average ratings were calculated based on a four-point Likert scale: 1 = Ineffective; 2 = Effective: Emerging; 3 = Effective: Proficient; 4 = Highly Effective. \* Indicates the difference is significant at the 95% confidence level. "Priority Schools" refer to those explicitly enumerated as such in Harmony's 2016 TIF application.

Table G. Distribution of Observation Ratings by Indicator: TIF Priority vs. TIF Non-Priority Campuses

Standard	School Year	TIF Priority Schools					TIF Non Priority Schools				
		Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Average Rating	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective	Average Rating
Setting Instructional Outcomes	2014-15	4.3%	34.8%	52.2%	8.7%	2.65	1.1%	28.9%	63.3%	6.7%	2.76
	2015-16*	5.5%	39.0%	49.0%	6.5%	2.57	3.5%	25.2%	55.3%	15.9%	2.84
	2016-17	2.7%	27.3%	59.4%	10.6%	2.78	2.7%	27.1%	50.7%	19.4%	2.87
	2017-18*	0.9%	26.4%	57.5%	15.1%	2.87	1.9%	26.4%	44.5%	27.2%	2.97
	2018-19	1.2%	19.1%	52.8%	26.9%	3.05	1.9%	23.9%	42.3%	31.8%	3.04
	2019-20*	0.9%	15.4%	48.9%	34.8%	3.18	1.4%	13.5%	63.9%	21.2%	3.05
Managing Classroom Procedures	2014-15	0.0%	34.8%	56.5%	8.7%	2.74	2.2%	28.3%	52.2%	17.4%	2.85
	2015-16	2.8%	25.0%	63.0%	9.3%	2.79	2.1%	28.1%	54.1%	15.7%	2.83
	2016-17	1.4%	24.9%	60.1%	13.7%	2.86	2.6%	25.8%	52.1%	19.5%	2.89
	2017-18	2.2%	19.2%	51.9%	26.7%	3.03	1.9%	27.0%	42.9%	28.3%	2.98
	2018-19	1.2%	21.9%	46.6%	30.2%	3.06	1.8%	22.7%	46.2%	29.3%	3.03
	2019-20*	0.9%	14.6%	54.2%	30.3%	3.14	1.3%	17.8%	58.8%	22.2%	3.02
Using Questioning and Discussion Techniques	2014-15	0.0%	43.5%	47.8%	8.7%	2.65	2.2%	51.1%	40.0%	6.7%	2.51
	2015-16*	7.5%	42.9%	41.5%	8.0%	2.50	4.8%	33.3%	53.1%	8.9%	2.66
	2016-17	2.4%	35.2%	54.6%	7.8%	2.68	4.1%	33.5%	49.4%	13.0%	2.71
	2017-18	1.9%	37.7%	49.1%	11.3%	2.70	2.4%	36.6%	43.4%	17.6%	2.76
	2018-19	1.2%	35.2%	49.7%	13.9%	2.76	3.5%	32.6%	45.9%	18.0%	2.78
	2019-20	1.5%	24.1%	61.6%	12.7%	2.85	1.8%	25.4%	59.9%	12.9%	2.84
Engaging Students in Learning	2014-15	0.0%	34.8%	60.9%	4.3%	2.70	1.1%	35.9%	51.1%	12.0%	2.74
	2015-16*	5.1%	35.5%	52.1%	7.4%	2.62	4.1%	30.1%	52.4%	13.5%	2.75
	2016-17*	1.0%	34.1%	58.0%	6.8%	2.71	2.8%	29.1%	50.5%	17.5%	2.83
	2017-18*	1.6%	27.4%	55.0%	16.0%	2.86	1.6%	26.5%	45.1%	26.8%	2.97
	2018-19	2.2%	21.3%	54.9%	21.6%	2.96	1.6%	26.1%	46.2%	26.2%	2.97
	2019-20*	0.0%	16.9%	57.8%	25.2%	3.08	0.8%	19.2%	59.6%	20.3%	2.99
Using Assessment in Instruction	2014-15	0.0%	43.5%	39.1%	17.4%	2.74	0.0%	37.8%	51.1%	11.1%	2.73
	2015-16*	2.4%	44.3%	46.2%	7.1%	2.58	2.4%	25.5%	57.8%	14.3%	2.84
	2016-17*	1.0%	42.8%	47.6%	8.6%	2.64	2.4%	26.3%	52.2%	19.1%	2.88
	2017-18*	1.9%	28.6%	56.0%	13.5%	2.81	1.1%	26.0%	49.1%	23.7%	2.95
	2018-19	0.9%	25.6%	46.9%	26.5%	2.99	1.6%	25.5%	44.8%	28.2%	3.00
	2019-20	0.9%	21.4%	47.4%	30.3%	3.07	1.0%	17.8%	60.2%	21.0%	3.01

Note. The average ratings were calculated based on a four-point Likert scale: 1= Ineffective; 2 = Effective: Emerging; 3 = Effective: Proficient; 4 = Highly Effective. \* Indicates the difference is significant at the 95% confidence level.

Table H supplements Table 25 (Chapter VIII) by displaying year-end objective metric goal review data for HPS assistant principals.

Table H. Assistant Principals' End-of-Year Reviews and Ratings, 2019-20

	Number	Percentage
<b>End-of-Year Objective Metric Goal Review &amp; Rating</b>		
Minimal Progress Made	3	3%
Minimal to Significant Progress Made	18	19%
Significant Progress or Goal Attained	76	78%
<b>End-of-Year H-PESS Competencies Performance Review</b>		
Developing	4	3%
Proficient	60	44%
Accomplished	73	53%

Tables I to O supplement Tables 26, 27 and 28-1 to 28-15 (Chapter VIII) by showing assistant principal ratings on T-PESS standards and indicators. On average, assistant principals were rated, relatively speaking, slightly lower on Standard 5.

Table I. Assistant Principals' Evaluation Ratings by Standard, 2019-20

Indicator	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Mean
<b>Standard 1: Building Community</b>						
1A	1%	3%	36%	61%	0%	3.56
1B	0%	3%	38%	59%	0%	3.56
1C	1%	5%	45%	49%	0%	3.42
<b>Standard 1</b>						<b>3.52</b>
<b>Standard 2: Thinking Strategically</b>						
2A	0%	4%	49%	47%	0%	3.42
2B	0%	5%	47%	48%	0%	3.43
2C	0%	4%	42%	53%	0%	3.49
<b>Standard 2</b>						<b>3.45</b>
<b>Standard 3: Executing Our Work</b>						
3A	0%	4%	40%	55%	0%	3.51
3B	1%	4%	44%	52%	0%	3.47
3C	0%	3%	42%	55%	0%	3.53
<b>Standard 3</b>						<b>3.50</b>
<b>Standard 4: Growing Individually</b>						
4A	1%	7%	41%	52%	0%	3.44
4B	1%	4%	38%	58%	0%	3.53
4C	0%	2%	41%	57%	0%	3.55
<b>Standard 4</b>						<b>3.50</b>



Indicator	Needs Improvement	Developing	Proficient	Accomplished	Distinguished	Mean
<b>Standard 5: Effective Leadership</b>						
5A	0%	8%	47%	45%	0%	3.36
5B	0%	9%	54%	37%	0%	3.28
5C	2%	9%	50%	39%	0%	3.26
5D	3%	3%	50%	45%	0%	3.36
5E	1%	4%	40%	54%	0%	3.49
<b>Standard 5</b>						<b>3.35</b>

Note. Means are calculated based on the following scale: 1 = Needs Improvement; 2 = Developing; 3 = Proficient; 4 = Accomplished; 5 = Distinguished. The number of observations is 132 for 5A, 134 for 5B and 5E, and 137 for the other standards.

Table J. Correlations between Assistant Principal Evaluation Standards, 2019-20

	Building Community	Thinking Strategically	Executing Our Work	Growing Individually	Effective Leadership
Building Community					
Thinking Strategically	.743**				
Executing Our Work	.774**	.817**			
Growing Individually	.700**	.739**	.682**		
Effective Leadership	.820**	.801**	.764**	.762**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table K. Correlations between Assistant Principal Evaluation Indicators within Standard 1 (Building Community), 2019-20<sup>12</sup>

	1A	1B	1C
1A			
1B	.682**		
1C	.587**	.555**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table L. Correlations between Assistant Principal Evaluation Indicators within Standard 2 (Thinking Strategically), 2019-20<sup>13</sup>

	2A	2B	2C
2A			
2B	.680**		
2C	.522**	.577**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

<sup>12</sup> Within Standard 1, assistant principals are evaluated on three indicators: Communication (1A), Collaboration (1B), and Conflict Management (1C).

<sup>13</sup> Within Standard 2, assistant principals are evaluated on three indicators: Systems Perspective (2A), Judgment & Problem Solving (2B), and Organizational Ability (2C).

Table M. Correlations between Assistant Principal Evaluation Indicators within Standard 3 (Executing Our Work), 2019-20<sup>14</sup>

	3A	3B	3C
3A			
3B	.627**		
3C	.629**	.634**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table N. Correlations between Assistant Principal Evaluation Indicators within Standard 4 (Growing Individually), 2019-20<sup>15</sup>

	4A	4B	4C
4A			
4B	.493**		
4C	.559**	.501**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

Table O. Correlations between Assistant Principal Evaluation Indicators within Standard 5 (Effective Leadership), 2019-20<sup>16</sup>

	5A	5B	5C	5D	5E
5A					
5B	.697**				
5C	.606**	.667**			
5D	.716**	.678**	.601**		
5E	.543**	.583**	.421**	.538**	

Note. \*\* indicates that the correlation is significant at the 0.01 level (2-tailed).

<sup>14</sup> Within Standard 3, assistant principals are evaluated on three indicators: Results Orientation (3A), Time Management (3B), and Responsiveness (3C).

<sup>15</sup> Within Standard 4, assistant principals are evaluated on three indicators: Relationship Management (4A), Growth Mindset (4B), and Flexibility (4C).

<sup>16</sup> Within Standard 5, assistant principals are evaluated on five indicators: Organizational Leadership (5A), People Development (5B), Strategic Planning (5C), Change Management (5D), and Emotional Intelligence (5E).

Figure A shows 2019-20 winter MAP Reading and Math scale scores in TIF campuses by district. MAP performance and in-year growth differ by districts. The winter scale score is broken into the fall scale score and the fall to winter growth. Houston North students were the highest achievers in both Reading and Math, with Houston West students lagging behind. However, Houston West students registered the highest fall to winter growth in both Reading and Math. In fact, the growth doubles the average growth of the other six districts, resulting in a significant closing in the performance gap.

Figure A: Fall Scores and Fall to Winter Growth in MAP Reading and Math Scale Scores (TIF Schools), by District, 2019-20



Table P shows TIF and Non-TIF campuses retain a lower percentage of their total staff in 2019-20 compared to 2018-19. TIF and Non-TIF campuses retain 84.6% and 84.5% of their staff in 2019-20, representing 0.7 and 1.0 percentage point decreases respectively from 2018-19.

Table P. Staff Retention by TIF Status

			Retained	Resigned	Retired	Terminated	Total
2016-17	TIF	No.	2,265	498	4	81	2,848
		Percent	79.5%	17.5%	0.1%	2.8%	100%
	Non-TIF	No.	626	135	-	22	783
		Percent	79.9%	17.2%	0.0%	2.8%	100%
	District-level	No.	286	29	-	6	321
		Percent	89.1%	9.0%	0.0%	1.9%	100%
2017-18	TIF	No.	2,228	452	7	72	2,759
		Percent	80.8%	16.4%	0.3%	2.6%	100%
	Non-TIF	No.	878	166	3	9	1,056
		Percent	83.1%	15.7%	0.3%	0.9%	100%
	District-level	No.	306	36	-	2	344
		Percent	89.0%	10.5%	0.0%	0.6%	100%
2018-19	TIF	No.	2,372	357	8	44	2,781
		Percent	85.3%	12.8%	0.3%	1.6%	100%
	Non-TIF	No.	982	146	2	19	1,149
		Percent	85.5%	12.7%	0.2%	1.7%	100%
	District-level	No.	296	22	-	3	321
		Percent	92.2%	6.9%	0.0%	0.9%	100%
2019-20	TIF	No.	2,182	319	7	70	2,578
		Percent	84.6%	12.4%	0.3%	2.7%	100%
	Non-TIF	No.	956	151	4	21	1,132
		Percent	84.5%	13.3%	0.4%	1.9%	100%
	District-level	No.	282	21	1	2	306
		Percent	92.2%	6.9%	0.3%	0.7%	100%

Tables Q and R supplement Tables 32 and 34 (Chapter VIII) by providing additional information about applicants for all positions within the HPS network over the past four years.

Table Q. Experience of All Applicants and Hires

			0-2 Years	3-9 Years	10-19 Years	20+ Years	Total
2016-17	All	No.	4,944	4,715	2,161	740	12,560
		Percent	39.4%	37.5%	17.2%	5.9%	100%
	Hired	No.	496	381	134	43	1,054
		Percent	47.1%	36.1%	12.7%	4.1%	100%
2017-18	All	No.	5,009	4,368	2,133	579	12,089
		Percent	41.4%	36.1%	17.6%	4.8%	100%
	Hired	No.	447	301	131	47	926
		Percent	48.3%	32.5%	14.1%	5.1%	100%
2018-19	All	No.	5,212	4,743	2,273	662	12,890
		Percent	40.4%	36.8%	17.6%	5.1%	100%
	Hired	No.	710	551	196	59	1,516
		Percent	46.8%	36.3%	12.9%	3.9%	100%
2019-20	All	No.	5,450	3,274	1,458	419	10,601
		Percent	51.4%	30.9%	13.8%	4.0%	100%
	Hired	No.	551	242	113	25	931
		Percent	59.2%	26.0%	12.1%	2.7%	100%

Table R. Education of All Applicants and Hires

			High School or Lower	No Degree with College Hours	Associate	Bachelor	Master and Doctor	Total
2016-17	All	No.	1,392	938	667	5,849	3,714	12,560
		Percent	11.1%	7.5%	5.3%	46.6%	29.6%	100%
	Hired	No.	127	80	51	555	241	1054
		Percent	12.0%	7.6%	4.8%	52.7%	22.9%	100%
2017-18	All	No.	1232	816	592	5731	3718	12089
		Percent	10.2%	6.7%	4.9%	47.4%	30.8%	100%
	Hired	No.	116	66	39	440	265	926
		Percent	12.5%	7.1%	4.2%	47.5%	28.6%	100%
2018-19	All	No.	1162	664	515	6219	4330	12890
		Percent	9.0%	5.2%	4.0%	48.2%	33.6%	100%
	Hired	No.	138	91	55	815	417	1516
		Percent	9.1%	6.0%	3.6%	53.8%	27.5%	100%
2019-20	All	No.	2550	580	492	4157	2822	10601
		Percent	24.1%	5.5%	4.6%	39.2%	26.6%	100%
	Hired	No.	301	48	17	363	202	931
		Percent	32.3%	5.2%	1.8%	39.0%	21.7%	100%

Table S provides information about HPS educators who received promotions during 2017-18, 2018-19, and 2019-20. CTAC was able to review evaluation outcomes for 22 of the 30 teachers who received promotions in 2019-20. Nineteen teachers (86.4%) were rated Effective: Proficient, and three (13.6%) were rated Effective: Emerging.

Table S. Promotion Distribution

		Administrator	Teacher	Assistant Teacher	Coordinator/Counselor	Other Staff	Total
<b>2017-18</b>	No.	8	37	31	15	31	122
	Percent	6.6%	30.3%	25.4%	12.3%	25.4%	100.0%
<b>2018-19</b>	No.	23	76	46	39	74	258
	Percent	8.9%	29.5%	17.8%	15.1%	28.7%	100.0%
<b>2019-20</b>	No.	31	30	33	87	28	209
	Percent	14.8%	14.4%	15.8%	41.6%	13.4%	100.0%