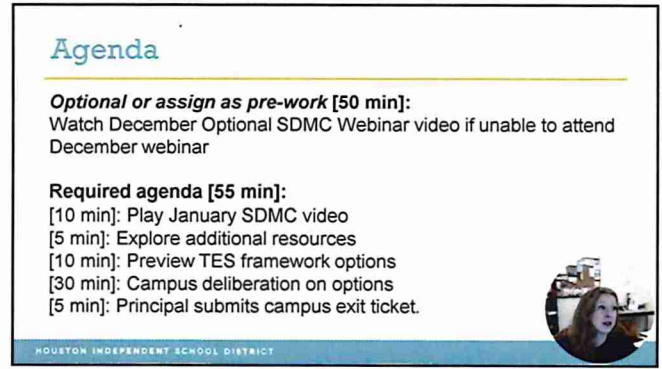
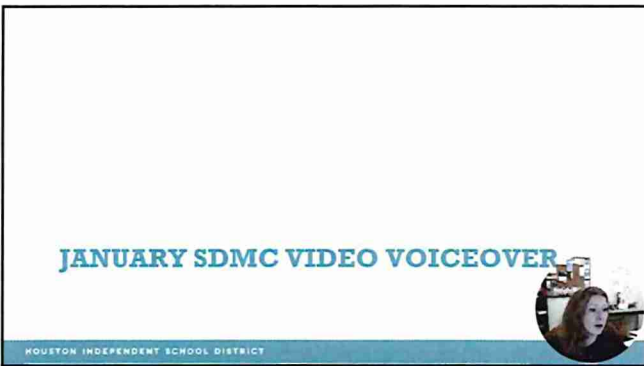


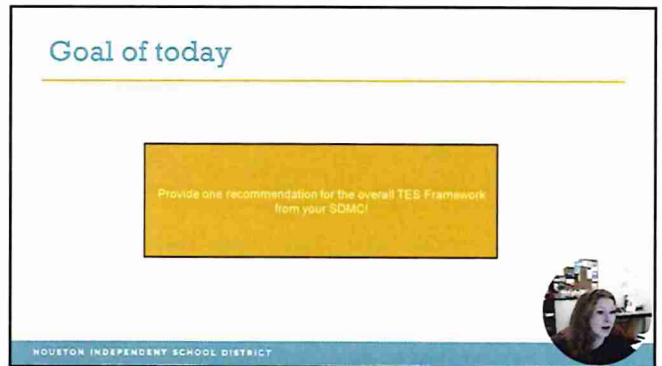
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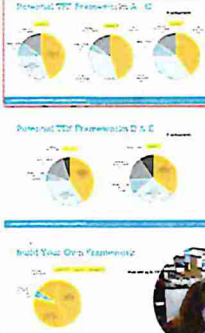


3



4

Possible frameworks



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Student Achievement-Required Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none"> Performance on growth and/or achievement metrics associated with teaching groups as detailed in the T-TESS Guidebook 	<ul style="list-style-type: none"> Remaining the same, with some potential metric improvements in PreK, Group F

Group	Courses
Group A	2nd - 8th Grade English Language Arts, Math, and Science Courses All Grade Math Courses
Group B	High School and 1st Grade ELA Courses
Group C	High School History, English, and Science Courses
Group D	2nd - 12th Grade Reading Courses
Group E	High School Science Courses All Grade Science Courses
Group F	High School Biology and US History Courses Courses not included in Groups A through E

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Quality of Instruction- Required Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none"> Monthly average of spot observations 1 45-minute observation with T-TESS rubric 	<ul style="list-style-type: none"> Monthly average of spot observations 1 optional 45-minute observation with spot rubric

Note: Domain 4 also included – this is being addressed in Planning & Professionalism component

Note: Planning & Professionalism is a separate component

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Planning & Professionalism- Required Component


Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none"> Performance on EOY T-TESS Domain 4 rubric 	<ul style="list-style-type: none"> Performance on EOY HISD-created Planning & Professionalism Rubric

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Campus Action Plan- Potential Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none"> Not included 	<ul style="list-style-type: none"> Points awarded to teachers based on school's performance on Campus Action Plan




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Student Survey (about teacher)- Potential Component


Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none"> Not included 	<ul style="list-style-type: none"> Points awarded to 3rd-12th grade teachers based on EOY Panorama student survey



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ADDITIONAL SLIDES




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Agenda

Optional or assign as pre-work [50 min]:
Watch December Optional SDMC Webinar video if unable to attend December webinar

Required agenda [55 min]:
 [10 min]: Play January SDMC video
 [5 min]: Explore additional resources
 [10 min]: Preview TES framework options
 [30 min]: Campus deliberation on options
 [5 min]: Closeout & principal submits campus exit ticket



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Additional Resources

The SDMC SharePoint also has links to the Resources below

[TES One Pager](#)

[Running TES FAQ](#)

Additional Slides for Context: see slides 25 and beyond in this deck for teacher and leader TES survey data and other resources that have been shared in prior webinars

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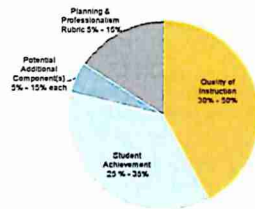
TES FRAMEWORK OPTIONS

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Framework deliberation

You all will review the potential TES Frameworks. Please ensure you capture your questions and thoughts so that way you are ready to discuss and deliberate after!

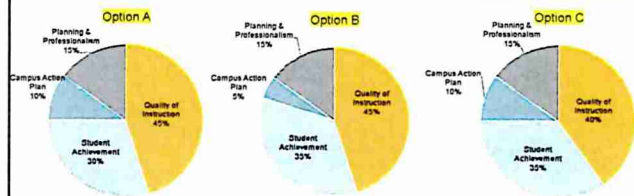


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Potential TES Frameworks A - C

(4 components)

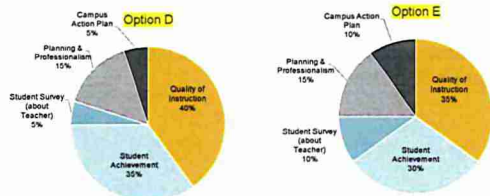


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Potential TES Frameworks D & E

(5 components)

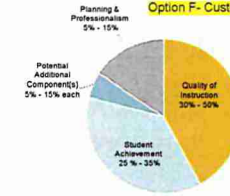


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Build Your Own Framework

Option F- Custom Framework



Custom Framework requirements:

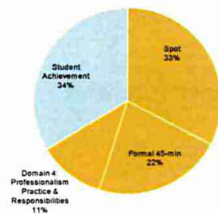
- Must add up to 100% and be in multiples of 5 (or will be disregarded)
- Quality of Instruction, Student Achievement, and Planning & Professionalism Rubric must be included, may add Campus Action plan and/or Student Survey (about teacher)
- If you add additional components to your custom campus framework, please ensure each one is assigned an individual weight between 5% and 15%. The only additional components are Student Survey

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For reference: Current T-TESS

TES Pie Chart



Note: the 3 components of Quality of Instruction add up to 65% in T-TESS current state

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Reminder- PK – 2nd Grade Teachers!

- If you have teachers in PK-2nd grade, student surveys (about teacher) will not be included as part of their TES evaluation. If the district selects a framework with student survey for TES, PK-2nd grade teachers will receive an alternate framework that removes the survey.

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Reflection questions for deliberation

- | | | |
|--|--|---|
| Which TES framework option best aligns with our campus's goals and vision? | Does the weighting prioritize areas that drive teacher and student success? | How can we ensure the evaluation system captures the nuances of instructional quality across different grade levels and subjects? |
| Should the Campus Action Plan (5%-15%) play a role in teacher evaluations? | Should Student Survey (about teacher) (5%-15%) play a role in teacher evaluations? | Would a custom framework better address our campus's specific needs? |

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Vote!



- Rank your campus TES Framework choices.
- You **must** choose a first choice; you may also select a second or third choice.

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CLOSE OUT

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Vote!

- Campus principal will submit campus vote (principals check your email)
- Questions?
 - Discuss with your principal and they can email tes@houstonisd.org

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See you in February for your next SDMC:

January – Q2	January 7-16
February – Q3	February 4-19

Thank you for joining us today! Reach out to tes@houstonisd.org with questions

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ADDITIONAL CONTEXT SLIDES

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Why are you here?

We are building a new teacher evaluation system for HISD



We need the voices of those who this system impacts most at the table



There are over 10,000 teachers in the district!

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Role of the SDMC

Develop and collaborate with HISD senior leadership to build key components of the evaluation system, **considering input from teachers and leaders.**

January – Q2	January 7-16
February – Q3	February 4-19

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Role of SDMC

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SDMC Member: What does this mean for you?

Month	SDMC Contribution
December	<ul style="list-style-type: none"> [Optional] Gain context on TES Webinar Video is posted on SDMC SharePoint- Recording on SharePoint
January	<ul style="list-style-type: none"> Meet and vote on overall TES framework
February	<ul style="list-style-type: none"> Meet and vote on specific additional items
Board vote in March	

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TES DOI commitments

- The appraisal system shall be implemented no earlier than SY25-26, which will allow time for the District to engage in thoughtful change management, community input, and collaboration.
- During planning, the District will engage in rigorous input sessions with community groups such as Teacher Advisory Committees, Principal Advisory Committees, the District Advisory Committee and community members throughout the District.
- The District should ask for input on specific items which could include the weight of various components, distribution of ratings, number of observations, etc.
- Any student survey and input will be designed to be age appropriate and begin no earlier than the third grade.
- In the creation of the appraisal system, the District will leverage best practices from peer and national districts regarding teacher evaluation.
- The appraisal system will leverage high-quality elements of the current T-TESS system.
- Appraisers will undergo rigorous training and calibration systems prior to implementation to ensure evaluations are done equitably across the district.

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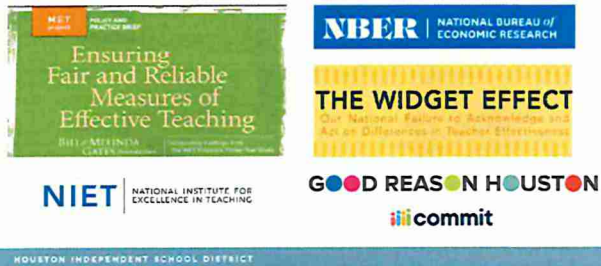
TES creation high-level milestones

<p>Researching & reading May-August 2024</p> <p>Small-group information gathering & engagement September-November 2024</p> <p>Large-scale information gathering & engagement November 2024-February 2025</p>	<ul style="list-style-type: none"> Conduct research on evidence-based teacher evaluation practices & assess current state of T-TESS. Partner with group of opt-in principals and campuses to gather baseline feedback Ask broader district for feedback & input. Release first draft of Evaluation System. Further refine Evaluation System based on feedback. Release final draft of proposed Evaluation System.
<p>Board Vote March 2025</p>	

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Research



Ensuring Fair and Reliable Measures of Effective Teaching
BILLY MEHINDIA, CLARET

NBER | NATIONAL BUREAU OF ECONOMIC RESEARCH

THE WIDGET EFFECT
Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

GOOD REASONS HOUSTON

commit

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Assembled Trailblazer Cohort



Diverse group of campuses across HISD

Davila ES	Energy Inst HS
Sutton ES	Herrera ES
Benbrook ES	Wainwright ES
DeAnda ES	Dogan ES
Mistral ECC	Milby HS
Anderson ES	West University ES
Henry MS	YWCPA
Edison MS	Sterling HS
Twain ES	Hogg MS



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Trailblazer experience

100% of participants agreed that they were able to provide meaningful input and that their time was used to yield a better evaluation system for HISD teachers.

"Love it! Love having my opinion heard and valued."

"It is a welcome change from the usual decision making process and it is a wonderful opportunity given by HISD to make an effective impact on the future of our education system!"

"This process has been encouraging, knowing that HISD cares about teacher opinion."

"LOVE IT!!!! I am extremely thankful to have the opportunity to participate and have the opportunity to have our voice heard and truly make an impact on a critical piece for teachers."

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Conducted Info Gathering Survey

Role	Numbers Surveyed
Principals	84% (222 / 264)
APs	81% (529 / 656)
Teachers	78% (8,277 / 10,380)
Total HISD Staff	9,028



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Launched TES Trainer, TES Talks, Focus Groups

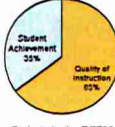



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T-TESS vs. TES

SY23-24 & SY24-25



Evaluated using T-TESS

Proposed for SY25-26 & Beyond



Evaluated using TES

At least 70% of the TES evaluation will consist of Student Achievement and Quality of Instruction. Based on feedback, there is a desire to add a domain for a 3rd additional component.

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T-TESS Current State vs. TES Future State

We are focused on three main improvements for TES:

- 1 Improve Current T-TESS Components
- 2 Add Potential Additional Components
- 3 Add Distinguished Teacher Review

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Current T-TESS

Achievement:

Student Achievement Domain	Courses
Group A	2nd - 5th Grade English Language Arts, Math, and Science Courses 1st Grade Math Courses
Group B	Kindergarten and 1st Grade ELA Courses
Group C	High School Algebra I, English I, and English II Courses
Group D	3rd - 12th Art of Thinking Courses
Group E	10th Grade Social Studies Courses Pre-kindergarten Courses AP/IB Courses/IB Courses
Group F	High School Biology and US History Courses Courses not included in groups A through E

Quality of Instruction:

- Spots
- 1 45 minute observation with T-TESS rubric
- 1 holistic T-TESS Domain 4 rating from appraiser

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1 Improve Current Components

Student Achievement Metric Improvements

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When evaluating your performance as a teacher, which do you believe should carry more weight: student achievement or student growth?

Role	Student Achievement	Student Growth	Both Weighted Equally	I'm not sure
Principals	16 (7%)	114 (51%)	91 (41%)	1 (0%)
APs	29 (6%)	309 (59%)	174 (33%)	13 (3%)
Teachers	404 (5%)	4,987 (51%)	2,140 (26%)	661 (8%)

How do you think "achievement" should be measured in your evaluation?

Role	Percent of students reaching proficiency or mastery	Comparison of student performance to district/state averages	Peer-group comparison	Progress compared to students' baseline performance at the beginning of the year	Growth relative to grade-level expectations	Value-added models (estimating the impact of your teaching on student progress)	Other
Principals	73 (33%)	46 (21%)	100 (45%)	143 (64%)	83 (37%)	79 (36%)	0
APs	155 (30%)	118 (23%)	210 (40%)	363 (70%)	228 (44%)	138 (26%)	6 (1%)
Teachers	1,835 (23%)	1,369 (17%)	2,322 (29%)	5,225 (64%)	3,103 (38%)	1,456 (18%)	280 (3%)

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Student Learning Objectives (SLOs) are an accurate indicator of how much my students have learned.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	41%	39%	35%	39%	76%	78%
APs	42%	37%	30%	28%	72%	65%
Teachers	28%	32%	34%	37%	62%	69%

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1 Improve Current Components

Student Achievement Metric Improvements



SPOT Observation Calibration & Training

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November: In general, SPOT observation data helps schools improve quality of instruction.
October: Spot observation data collected by my evaluator(s) accurately reflect my effectiveness as a teacher.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	93%	100%	5%	0%	98%	100%
APs	86%	70%	11%	22%	97%	92%
Teachers	28%	28%	30%	32%	58%	60%

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What additional support would help enhance SPOT observations? (Select all that apply)

Role	More detailed feedback post-observation	Examples of strong SPOT practices	Training on SPOT observation criteria	Independent process review of SPOT process
Principals	63 (29%)	155 (71%)	105 (48%)	52 (24%)
APs	131 (25%)	403 (78%)	283 (55%)	132 (25%)
Teachers	2,927 (37%)	5,475 (69%)	2,607 (33%)	2,482 (31%)

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1 Improve Current Components

-  Student Achievement Metric Improvements
-  SPOT Observation Calibration & Training
-  45-min Observations

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Including at least one formal, 45-minute observation, in addition to 10-minute SPOT observations, adds to the accuracy of teacher performance evaluations.

Role	Favorable	Neutral	Favorable + Neutral
	Nov – All	Nov – All	Nov – All
Principals	77%	15%	92%
APs	74%	18%	92%
Teachers	35%	34%	69%

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1

Improve Current Components

Student Achievement Metric Improvements

SPOT Observation Calibration & Training

45-min Observations

Professionalism & Planning Rubric

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The T-TESS Domain 4 rubric accurately measures teacher professionalism and contributions to the campus.

Role	Favorable Nov – All	Neutral Nov – All	Favorable + Neutral Nov – All
Principals	66%	20%	86%
APs	65%	25%	90%
Teachers	33%	50%	83%

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HISD should create a NEW rubric with teacher involvement instead of using T-TESS Domain 4. This rubric would measure professionalism, planning and contributions to the campus.

Role	Favorable Nov – All	Neutral Nov – All	Favorable + Neutral Nov – All
Principals	61%	23%	84%
APs	50%	32%	82%
Teachers	43%	41%	84%

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Potential Additional Components

Multiple Measures Mean More Accurate Evaluations

Correlation of student learning from measures

Classroom observations only (CLASS) Student surveys only Value-added only All these measures combined

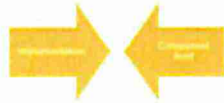
Source: "Gathering Evidence for Teaching" page 11. Data obtained from HISD under a public request.

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2 Potential Additional Components

1. Campus Action Plans
2. Student Surveys (about Teacher)
3. Student Survey (about School)



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2 Potential Additional Components

1. Campus Action Plans

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2 Potential Additional Components

2. Student Surveys (about Teacher)

At HISD, we're partnering with Panorama Education to facilitate student surveys. These surveys are administered to students in grades 3 through 12, who provide feedback about their teachers. We have been piloting the student survey at our 18 Trailblazer Campuses this fall.

How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	Almost always
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	Often	Almost always
When you feel bad going on, how likely is it that this teacher will give you a pep talk?	Not at all likely	Slightly likely	Somehow likely	Very likely	Extremely likely
How much does this teacher encourage you to do your best?	Does not encourage me	Encourages me a little	Encourages me some	Encourages me a lot	Encourages me a great amount

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2 Potential Additional Components

3. Student Surveys (about school)

- School Climate:**
1. How often do your teachers seem excited to be teaching your class?
 2. How often do you feel safe at school?
 3. How often do you feel that you are being treated fairly?
 4. How often do you feel that you are being treated with respect?
 5. How often do you feel that you are being treated with kindness?

- School Rigorous Expectations:**
1. How often do your teachers make sure you understand your assignments?
 2. How often do your teachers make sure you understand your homework?
 3. How often do your teachers make sure you understand your projects?
 4. How often do your teachers make sure you understand your tests?

- Student-Teacher Relationships:**
1. How often do you feel that your teacher is fair to you?
 2. How often do you feel that your teacher is kind to you?
 3. How often do you feel that your teacher is helpful to you?
 4. How often do you feel that your teacher is encouraging to you?
 5. How often do you feel that your teacher is supportive to you?

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It would be beneficial to add other components to our evaluation system beyond quality instruction and student achievement.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	76%	72%	18%	22%	94%	94%
APs	68%	63%	23%	26%	91%	89%
Teachers	47%	51%	33%	30%	80%	81%

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Top 3 additional components you wish to include in your evaluation (other than Quality of Instruction and Student Achievement).

Role	Student Survey	Campus Action Plan	Parent/ Family Feedback	School Climate Results	Teacher Planning & Professionalism Rubric	No Additional Items
Principals	84 (38%)	173 (78%)	34 (15%)	100 (45%)	184 (83%)	32 (15%)
APs	149 (28%)	308 (58%)	104 (20%)	244 (46%)	443 (84%)	87 (16%)
Teachers	1,897 (23%)	2,348 (29%)	2,051 (25%)	3,393 (41%)	5,237 (64%)	3,149 (38%)

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Student surveys should be used as a part of teacher's performance evaluation.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	42%	67%	31%	28%	73%	95%
APs	30%	32%	27%	20%	57%	52%
Teachers	20%	24%	27%	28%	47%	52%

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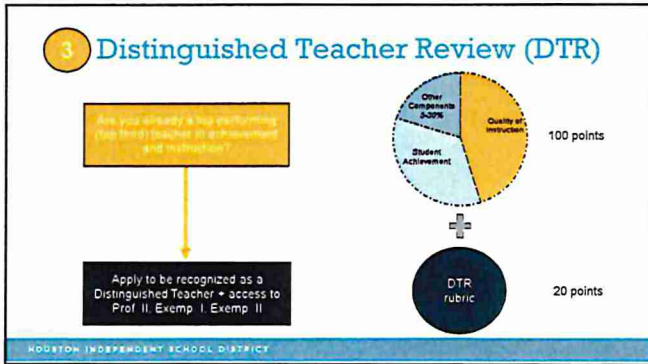
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Campus Action Plans should be used as a part of a teacher's performance evaluation.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	79%	100%	14%	0%	93%	100%
APs	59%	53%	28%	30%	87%	83%
Teachers	23%	24%	43%	46%	66%	68%

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