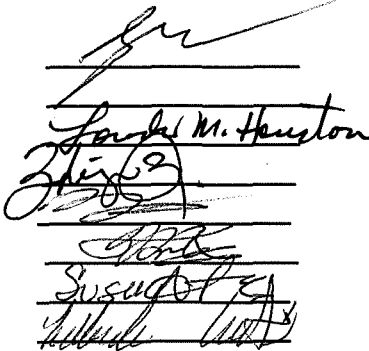


SDMC Meeting
Date: January 13, 2025
Location: Community Room

Topic: School Improvement Plan Facilitator(s): <ul style="list-style-type: none">Mr. Sabillon	Members: Mr. Sabillon- Principal Ms. Beasley-Professional Staff. Ms. Houston-Teacher. Ms. Jacquet- Teacher. Ms. Yopez- Parent Ms. Tamez- Parent Ms. Torres-Community Member Ms. Cantu-Community Member	
Meeting objectives: Receive feedback for the proposed TES plan for teachers.		
Agenda		

1. Welcome to the meeting
2. TES introduction
3. TES video
4. Group Work (20 minutes)
 - a. Deliberate on framework options. SDMC leader (principal) should lead the conversation; please feel free to utilize discussion questions. You must select a first choice; you may also submit a second or third choice.
5. Vote on an option
6. Closure

HOUSTON INDEPENDENT SCHOOL DISTRICT

\$DMC (TES Portion)

January- Quarter 2



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!

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.**

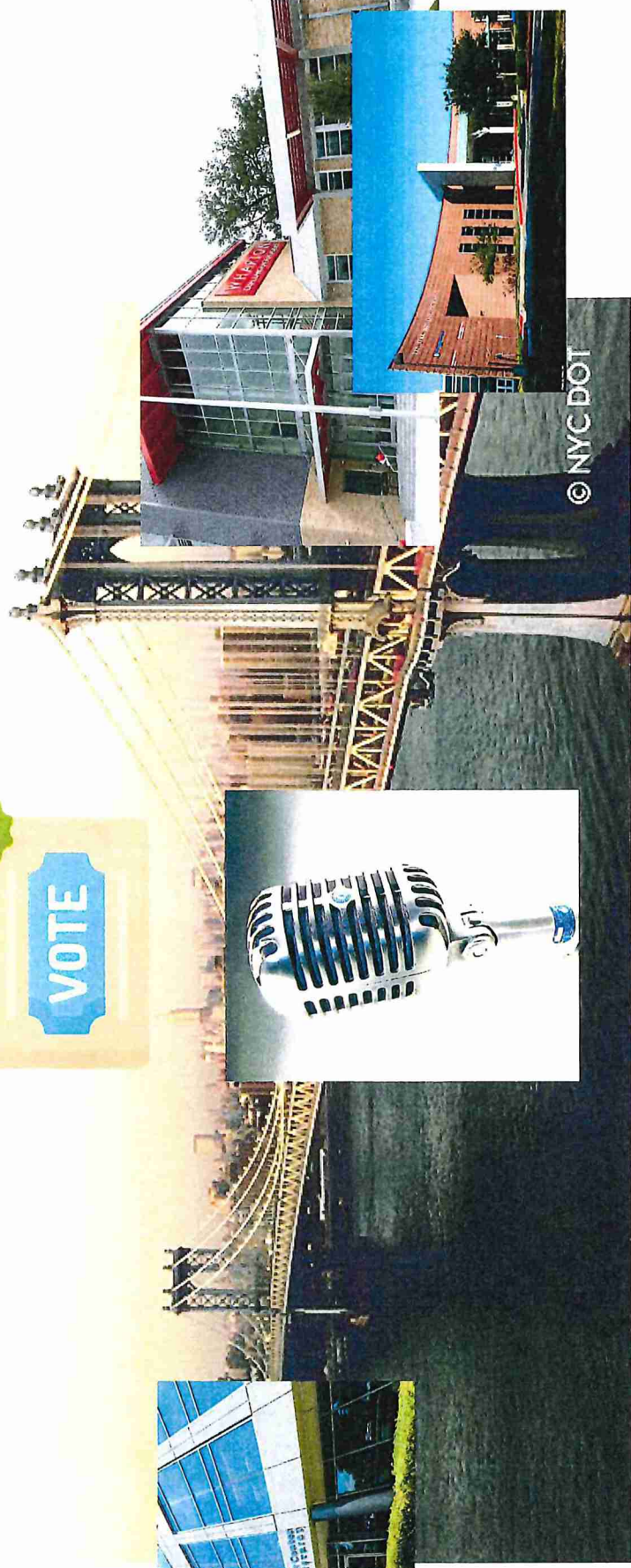
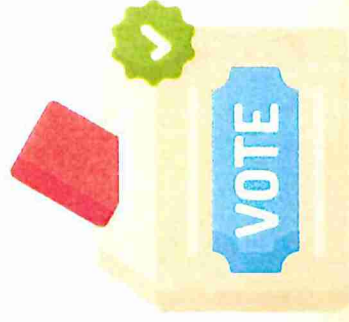
January – Q2

January 7-16

February – Q3

February 4-19

Role of SDMC



HOUSTON INDEPENDENT SCHOOL DISTRICT

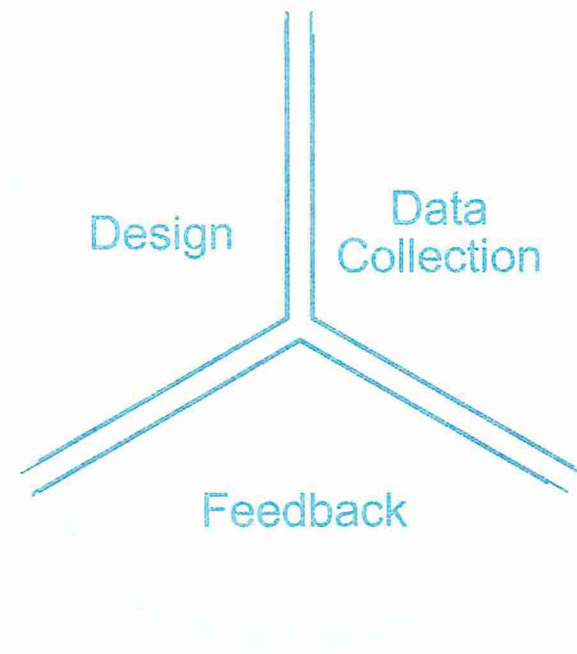
SDMC Member: What does this mean for you?

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	

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.



TES creation high-level milestones



Researching & scoping
May-August 2024

- Conduct research on evidence-based teacher evaluation practices & assess current state of T-TESS.

Small-group information gathering & engagement
September-November 2024

- Partner with group of opt-in principals and campuses to gather baseline feedback

Large-scale information gathering & engagement
November 2024-February 2025

- 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.

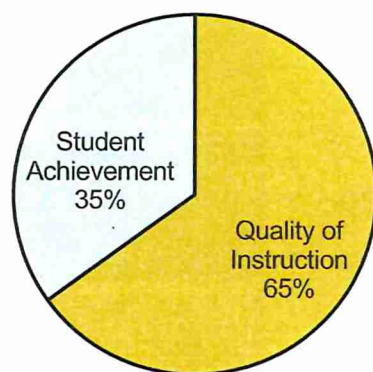
Board Vote

March 2025

T-TESS vs. TES

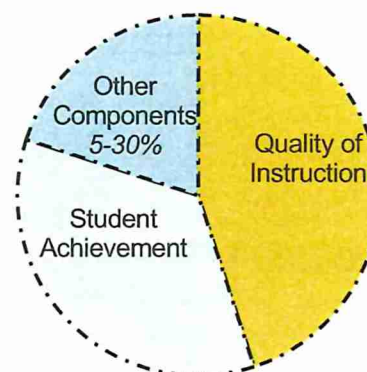


SY23-24 & SY24-25



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 potential to add additional components.

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

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]: Principal submits campus exit ticket.



JANUARY SDMC VIDEO VOICEOVER



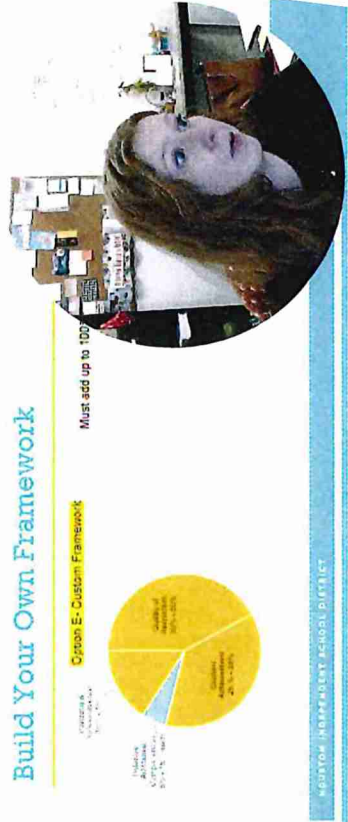
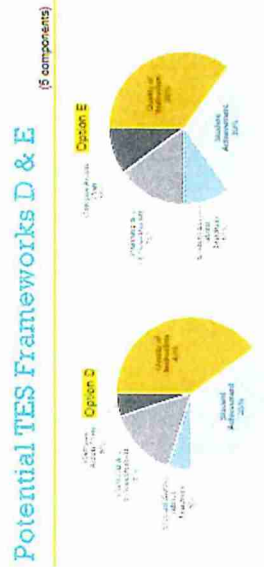
HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal of today

Provide one recommendation for the overall TES Framework
from your SDMC!



Possible frameworks



Student Achievement- Required Component

Currently in T-TESS

- Performance on growth and/or achievement metrics associated with teaching groups as detailed in the T-TESS Guidebook

Proposal for TES

- Remaining the same, with some potential metric improvements in PreK, Group F

Student Achievement Group	General Description
Group A	2 nd – 8 th Grade English Language Arts, Math, and Science Courses 1 st Grade Math Courses
Group B	Kindergarten and 1 st Grade ELA Courses
Group C	High School Algebra I, English I, and English II Courses
Group D	3 rd – 10 th Art of Thinking Courses 6 th – 10 th Grade Social Studies Courses
Group E	Pre-Kindergarten Courses AP/IB Courses/IB Courses High School Biology and US History Courses
Group F	Courses not included in groups A through E



Quality of Instruction- Required Component

Currently in T-TESS

- Monthly average of spot observations
- 1 45-minute observation with T-TESS rubric

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

Proposal for TES

- Monthly average of spot observations
- 1 optional 45-minute observation with spot rubric

Note: Planning & Professionalism is a separate component



Planning & Professionalism- Required Component

Currently in T-TESS

- Performance on EOY T-TESS Domain 4 rubric

Proposal for TES

- Performance on EOY HISD-created Planning & Professionalism Rubric



Campus Action Plan- Potential Component

Currently in T-TESS

- Not included

Proposal for TES

- Points awarded to teachers based on school's performance on Campus Action Plan



Student Survey (about teacher)- Potential Component

Currently in T-TESS

- Not included

Proposal for TES

- Points awarded to 3rd-12th grade teachers based on EOY Panorama student survey



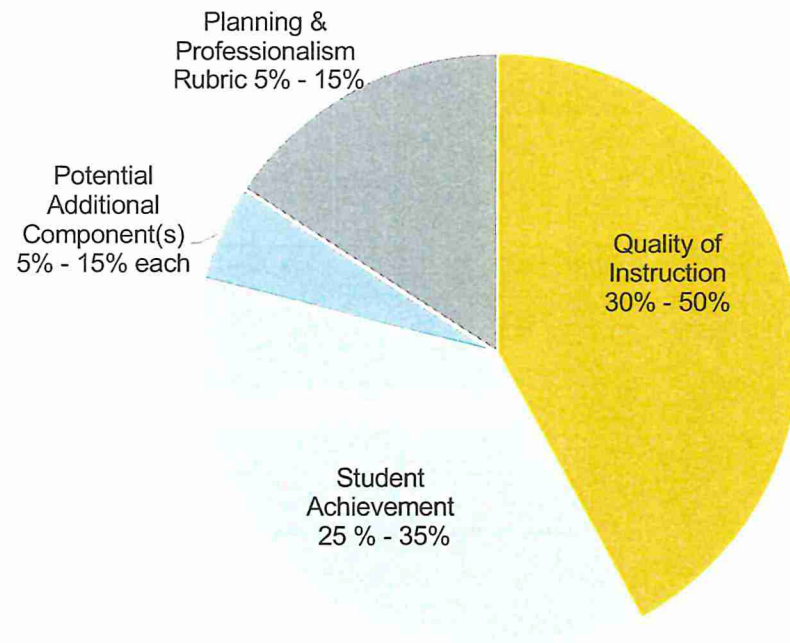
TES FRAMEWORK OPTIONS

HOUSTON INDEPENDENT SCHOOL DISTRICT

Framework deliberation



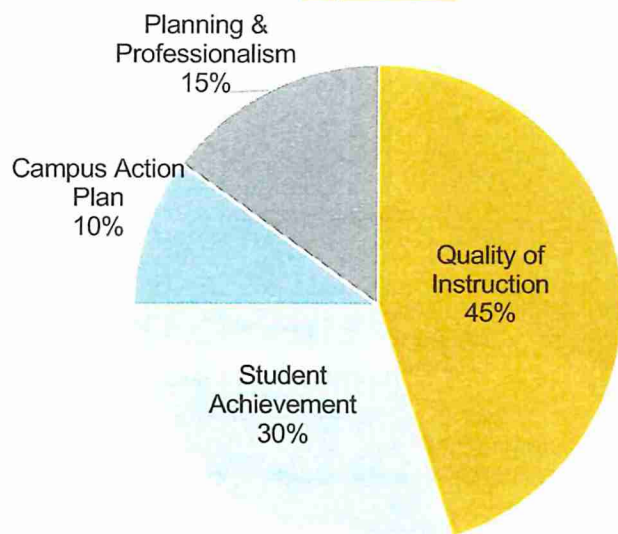
You all will review the potential TES Frameworks. Please ensure you capture your questions and thoughts so that way you are ready to discuss and deliberate after!



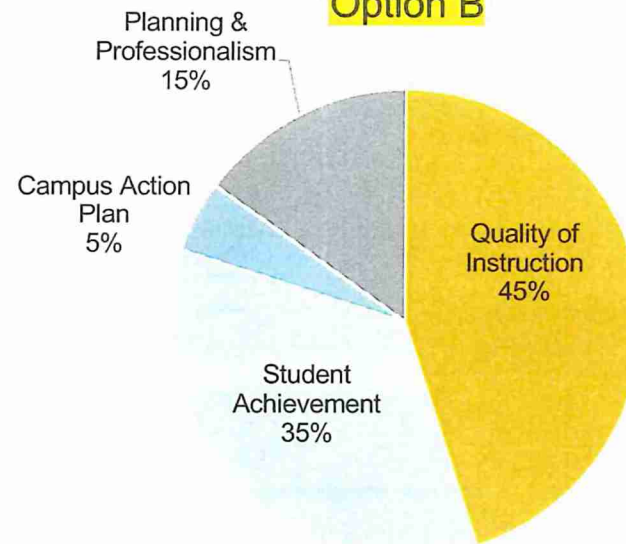
Potential TES Frameworks A - C

(4 components)

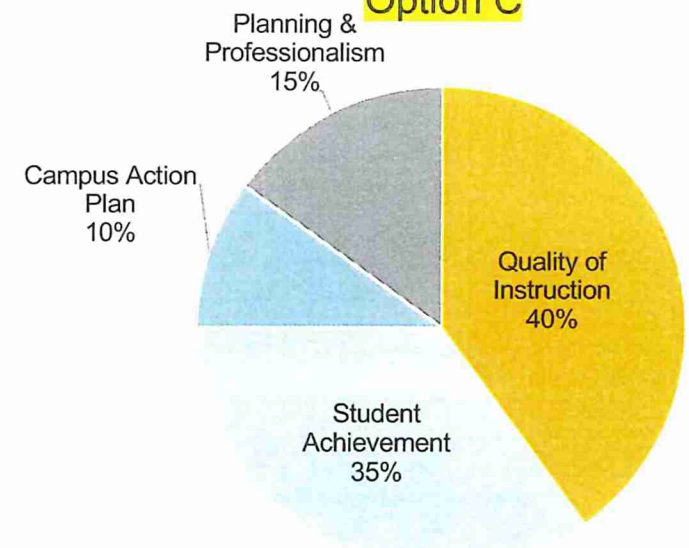
Option A



Option B

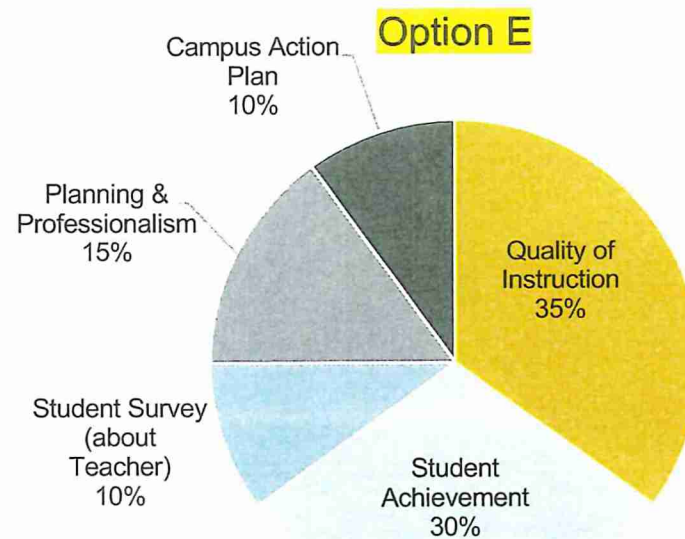
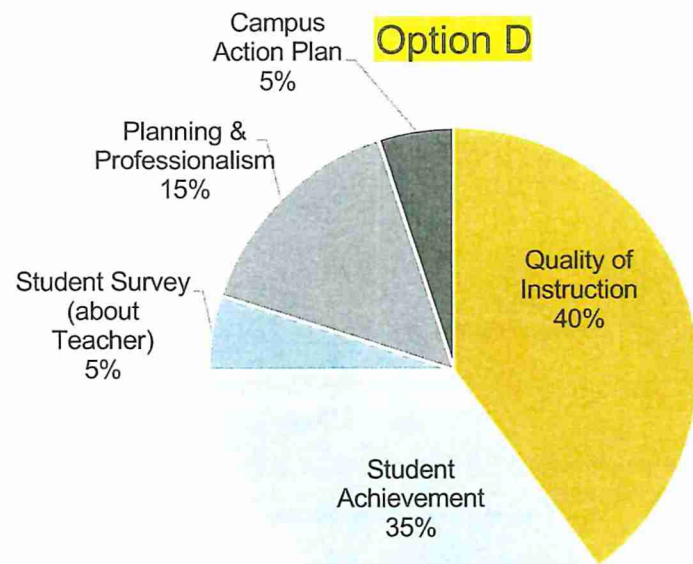


Option C



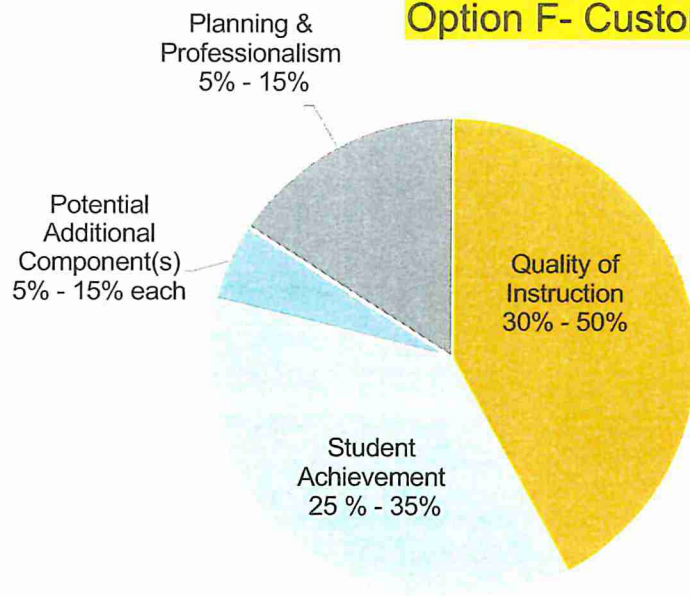
Potential TES Frameworks D & E

(5 components)



Build Your Own Framework

Option F- Custom Framework



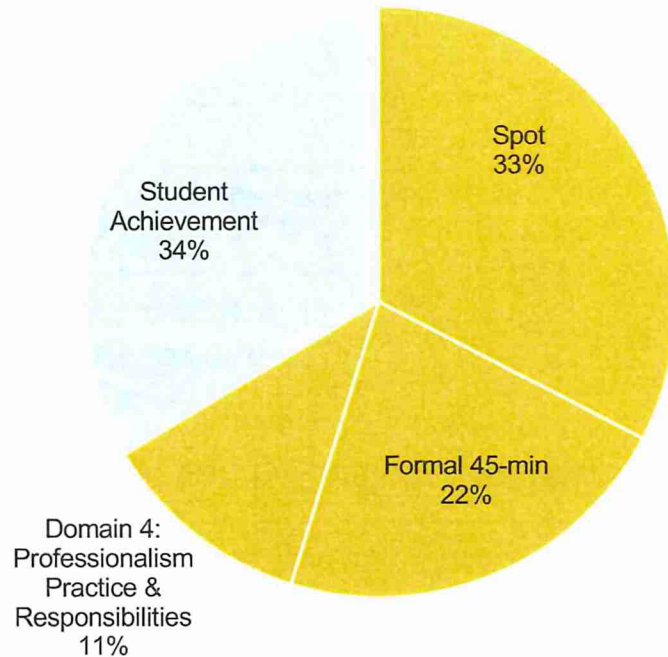
Custom Framework requirements:

- 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



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

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.

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?

Vote!



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

CLOSE OUT

Vote!

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

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

ADDITIONAL CONTEXT SLIDES

2 Potential Additional Components

1. Campus Action Plans

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	A lot of the time	Almost always
When you feel like giving up, how likely is it that this teacher will ask you to keep trying?	Not at all likely	Slightly likely	Somewhat likely	Very likely	Extremely likely
How much does this teacher encourage you to do your best?	Do not encourage me	Encourage me a little	Encourages me some	Encourage me a lot	Encourage me a huge amount



Potential Additional Components

3. Student Surveys (about school)

School Climate:

1. How often do your teachers seem excited to be teaching your classes?
2. How clean is the building where you go to school?
3. How positive or negative is the mood in this school?
4. How fair are the rules at this school?
5. How well do students follow the rules of your school?

School Rigorous Expectations:

1. How often do your teachers take time to make sure you understand your schoolwork?
2. How high are your teachers' expectations of you?
3. How much do your teachers encourage you to do your best?
4. When you feel like giving up, how likely is it that your teachers will ask you to keep trying?

Student-Teacher Relationships:

1. How respectful are your teachers towards you?
2. How excited would you be if you could have your same teachers in the next grade too?
3. If you were upset when you came into class, how concerned would your teachers be?
4. When your teachers ask, "How are you?", how often do you feel they really want to know your answer?

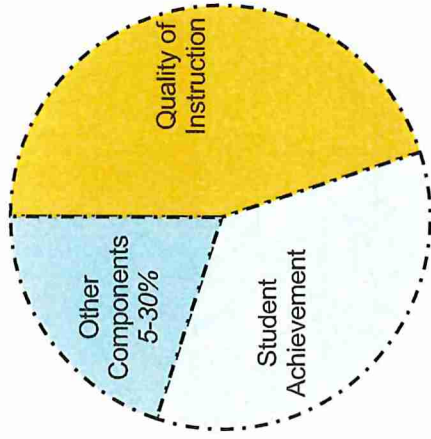
3

Distinguished Teacher Review (DTR)

Are you already a top performing
(top third) teacher in achievement
and instruction?



Apply to be recognized as a
Distinguished Teacher + access to
Prof. II, Exemp. I, Exemp. II



100 points



20 points

Running TES FAQ

The following questions have been submitted by teachers, leaders, and SDMC members throughout the TES engagement process. This document will continue to be updated as more questions arise.

Evaluation

1. **What additional components would be included on top of Student Achievement, Quality of Instruction and Planning & Professionalism Rubric?** The two other components we are considering including are the Campus Action Plan and Student Survey (about teacher). The final components will be decided based on recommendations from the SDMCs and DAC. SDMCs and DACs are considering input from the November TES Teacher Survey.
2. **What encompasses the Planning & Professionalism domain?** Teachers will be scored on a HISD-created Planning & Professionalism rubric at the end of the year and this score will count for their evaluation. The rubric is still in draft form but will include lesson planning and/or internalization, data-driven planning, high-performance culture, and professional expectations. The rubric will be similar to the currently used T-TESS Domain 4 Professionalism rubric.
3. **How soon will we know what percentage each individual section will weigh into our evaluation?** The first draft of the TES evaluation will be released to the HISD community on January 17th, 2025. This draft will include the draft percentage weightings for each individual section. The final draft of the TES evaluation will be released on February 21st; the weightings and components are unlikely to change between first and final draft.
4. **How will the components that want to be added to the evaluation affect each individual group? Will it be the same percentage for each group or different?** The TES evaluation system is designed to apply a consistent framework across all teacher groups. However, specific metrics, such as student achievement, will vary depending on the teacher's role. For example, teachers of tested grades and subjects may have STAAR results included, while others may use alternative assessments like DIBELS, CIRCLE, or AP scores. Additionally, if student survey about teacher is included, a separate weighting will be given to PreK-2nd grade teachers, as those teachers are ineligible for student survey. This will be released in the first draft.
5. **How much impact will we be able to have on the evaluation? Will our feedback make a difference in the overall evaluation?** Educator feedback is a key driver in the design of the TES. The creation of the system depends on the input of teachers and leaders. Below are all of the ways in which educators have and will provide feedback throughout the design process:
 - a. **Trailblazer program:** Principals and teachers from 18 opt-in Trailblazer campuses have been engaging in intensive design work since August serving as an advisory committee on the TES process.
 - b. **TES Teacher Survey:** All teachers in the district had the opportunity to provide input on the TES design via a survey sent out in November; 79% of teachers participated.
 - c. **TES Talks and TES Trainer program:** One staff member per campus has been designated as the TES Trainer. The TES Trainer is trained by central office monthly on TES updates and brings these updates to their campuses via a TES Talk. Feedback from campuses is then reported back to central office via the TES Trainer; Trainers submit a monthly survey with feedback and questions from their teachers. This feedback is collected and analyzed by the central office TES team.
 - d. **SDMCs:** Many teachers serve on SDMCs. SDMCs are tasked with using data from the TES Teacher Survey to vote on the overall components and framework for TES, as well as specific other portions of the evaluation. In this way, teacher voice is directly dictating the overall design of TES.
 - e. **Focus groups:** Teachers may sign up for focus groups on specific topics in January and February, such as spot, Distinguished Teacher, Special Education, SLOs, and the Planning and Professionalism Rubrics. We

are utilizing these focus groups to collect specific feedback on particular pieces of the evaluation. This feedback will guide our final draft.

6. **Will 2024-2025 rating count?** T-TESS evaluations for SY24-25 will still be valid. We are currently utilizing the T-TESS evaluation system, which rigorously measures teacher effectiveness through 65% quality of instruction and 35% student achievement.

FOR TEACHERS ONLY

TEACHER EXCELLENCE SYSTEM OVERVIEW

Research continuously identifies teacher effectiveness as the **most important school-based influence** on a student's academic achievement.

HISD is a district of high-quality educators who work continuously to improve student achievement and close opportunity gaps. A rigorous teacher evaluation system is crucial to ensuring that every student in every classroom across the district has access to the education they deserve. Since 2022, HISD has used T-TESS, the statewide teacher evaluation system that holds student achievement and quality of instruction at its core. Beginning in the SY25-26 school year, we will use HISD's own Teacher Excellence System (TES), pending board approval.

TES builds on the strong foundation of T-TESS and will potentially add additional components unique to HISD that better capture the holistic impact of teachers. TES is designed to support student growth, improve student outcomes, recognize and reward our highest-performing teachers, and support continuous professional growth.

Building TES requires the continuous input of HISD's educators. Since August, we have been working with a group of 18 diverse "Trailblazer" campuses to gather feedback and field test. We are now asking for help from the larger district. We are excited to gather feedback from our teachers and leaders on the following:

- **Components:** In addition to student achievement and quality of instruction, should HISD teachers be held accountable for student survey data, the success of their campus action plan, and teacher contributions to campus?
- **Weighting of components:** How much should each component be weighted in the evaluation?
- **Metric refinement:** How can we refine and improve some of the current metrics we use for student achievement and quality of instruction?

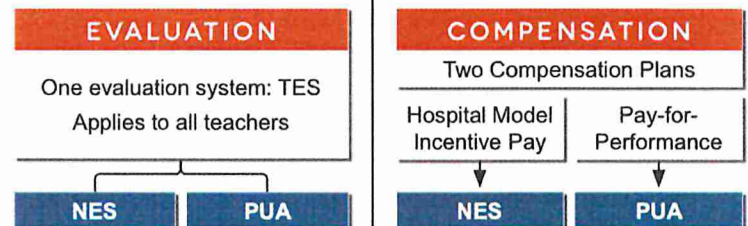
Please take the **information-gathering survey** this Tuesday, November 19th, and share how you feel about the topics above!

Compensation is separate from, but related to, teacher evaluation. NES teachers are already highly compensated and receive performance incentives via the hospital model. Beginning in SY26-27, teachers teaching outside of our NES campuses will be paid using

a pay-for-performance model that ties salary directly to their level of effectiveness. HISD will not reduce any individual teacher's base salary from School Year 2025-2026 as long as they remain in the same role.

In addition to HISD's focus on ensuring that our educators are well compensated, we also know that pay-for-performance systems positively impact student achievement. Dallas ISD, Texas' second-largest district, implemented teacher performance pay in 2016. The program raised students' math and reading achievement, and the average achievement at the lowest-performing schools rose nearly to the districtwide average.

TWO DISTINCT PROCESSES



Continued teacher voice will ensure that the TES system accurately reflects the uniqueness of HISD. Based on your feedback, we will build a first draft of TES and share it with you in January. At that point, we will engage in more feedback opportunities via educator town halls, webinars, lunch and learns, and more!

In the meantime, we'd love for you to explore the following resources to learn more:

