



**David G. Burnet Elementary**  
**Houston Independent School District**  
**Roberto Luna, Interim Principal**  
**Olga Hernandez Ayala, Assistant Principal**  
5403 Canal Street | Houston, TX 77011  
Phone 713-924-1780 | Fax 713-924-1783

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## **SDMC Q2 AGENDA 01/13/2025**

### **I. New Teacher Evaluation System (TES)**

Will be implemented next school year.

### **II. Upcoming events**

- a. NWEA Testing-January 14-21, 2025 (Students with growth will receive rewards.)
- b. After School Tutorials and STEM Program begin on January 21, 2025
- c. STAAR Parent Workshop on January 23 from 4:30-5:30
- d. Brighter Bites-January 23, 2025 from 1:00-2:00pm
- e. Books Between Kids (Library)-January 23, 2025
- f. Title I Meeting-January 28, 2025 at 8:30 am
- g. Loteria Night-January 31, 2025 from 4:30-5:30pm
- h. Camp Cullen-May 9-10, 2025 (Tentative)

### **III. Closing**



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## **SDMC Q2 AGENDA 01/13/2025**

### **MINUTES**

Mr. Luna welcomed everyone and introduced himself at 3:30pm.

Mr. Luna presented the New Teacher Evaluation System (TES) PowerPoint as well as the TES one pager copy. SDMC goal is to review, discuss and determine which option is best. Mr. Luna explained that now we have a say so on the Teacher Evaluation System due to the board voting HISD as a district of innovation. We do not have the option of reviewing compensation. All schools will vote on the TES options.

The SDMC Committee reviewed all the TES framework options and deliberated. All options were reviewed and discussed comparing all components. SDMC members voiced their concerns on how the percentages would affect the teacher evaluation.

The two options that were voted on are Option A and Option C. Option A was outnumbered. Mr. Luna stated that more feedback would be provided in February.

Mr. Luna stated that he and Ms. Hernandez can assist with any questions.

Mr. Luna then proceeded to review the upcoming events.

- a. NWEA Testing-January 14-21, 2025 (Students with growth will receive rewards by Friday, January 24<sup>th</sup>. Students need to be in school, no early pickups, no visitors allowed during NWEA testing.

Mr. Luna mentioned Ms. Hernandez doing an outstanding job with NWEA.

Ms. Hernandez asked about the students arriving late. Will they be allowed to test.

Mr. Luna stated that they will be allowed up to 9:00am. Teachers will be monitoring students and administrators will be walking around. Ms. Torres asked how long the test was. Ms. Hernandez stated 40 questions.

- b. After School Tutorials and STEM Program begin on January 21, 2025

Mr. Luna mentioned that After School Tutorials will be on selected days of the week. They will only be for third through 5<sup>th</sup> Grade students. Reading/Math tutorials will be held on Tuesdays, Science tutorials (only 5<sup>th</sup> grade) will be held on Wednesday and Reading/Math Tutorials on Thursdays.

- c. STAAR Parent Workshop on January 23 from 4:30-5:30

Ms. Hutchins will be leading this parent workshop. Parents will be shown how to find resources, practice tests, test data, providing parents NWEA reports. What can parents do at home to help the students.

- d. Brighter Bites-January 23, 2025 from 1:00-2:00pm



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- e. Books Between Kids (Library)-January 23, 2025  
All students will have library ancillary to receive free books.
- f. Title I Meeting-January 28, 2025 at 8:30 am  
Link for the meeting will be shared for those parents that may not be able to attend in person.
- g. Loteria Night-January 31, 2025 from 4:30-5:30pm  
PTA fundraiser to raise funds for Camp Cullen. Ms. Garro asked if staff was expected to stay. Mr. Luna stated that he would like for staff to stay. We will need prizes (at least 10). If anyone would like to donate. Donations need to be at the school by January 27<sup>th</sup>.
- h. Camp Cullen-May 9-10, 2025 (Tentative)  
Aligns with Science  
This will be an incentive for 5<sup>th</sup> grade students to work towards it. Students can only have a certain number of absences, good behavior, etc. The hurdle is the money portion. The cost per student is \$70, parents fee is \$55 and chaperones are free. The school can pay for transportation. This field trip would need HISD approval. The goal is 4:1 ratio at least 30 students to attend. Ms. Torres asked if students can be sponsored. Ms. Ramirez mentioned having a meeting.
- i. Family Curriculum Night on February 13<sup>th</sup> from 4:30-6:00pm, hosted by 1<sup>st</sup> Grade.

Mr. Luna thanked everyone for attending the meeting.

Meeting was adjourned at 4:45 p.m.

**In Attendance:**


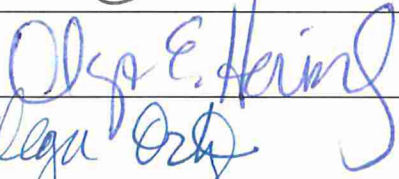
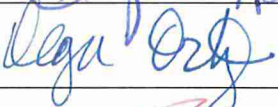




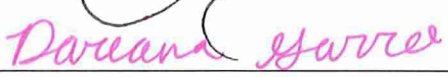
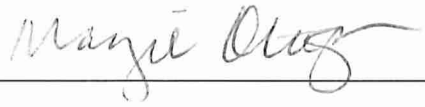
Roberto Luna  
Olga Hernandez  
Olga Ortiz  
Maria Ramirez  
Rhonda Williams  
Viola Torres  
Maria Botello  
Dariana Garro  
Margie Ortega  
Will Holtkamp





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SDMC Signature Page  
January 13, 2025

Title	Name	Signature
Chairperson/Interim Principal	Roberto Luna	
Professional Staff-Administrator	Olga Hernandez	
Non-Classroom Professional	Olga Ortiz	
Paraprofessional	Maria Ramirez	
Paraprofessional	Julia Morales	
Paraprofessional	Edward Sanchez	
Classroom Teacher/SPED	Rhonda Williams	
Classroom Teacher	Viola Torres	
Classroom Teacher	Maria Botello	
Classroom Teacher	Dariana Garro	
Community Representative	Jessica Hulsey	
Community Representative	Margie Ortega	
Parent Representative	Maribel Arellano	
Parent Representative	Sally Gonzalez	
Business Representative	Lucy Cain	

Will Holtkamp



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?

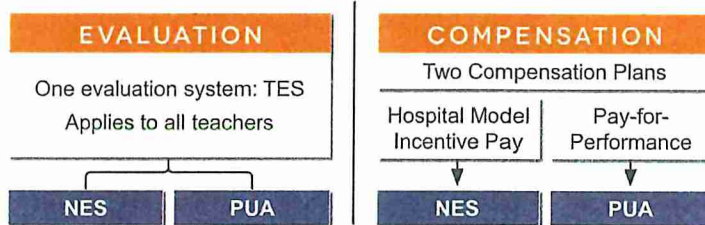
Please take the **information-gathering survey** this Tuesday, November 19th, and share how you feel about the topics above!

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:





## 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 17<sup>th</sup>, 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 21<sup>st</sup>; 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-2<sup>nd</sup> 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

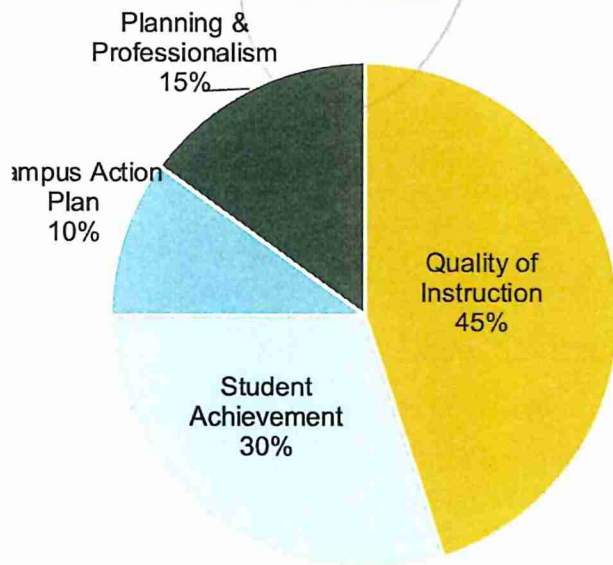
are utilizing these focus groups to collect specific feedback on particular pieces of the evaluation. This feedback will guide our final draft.

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.

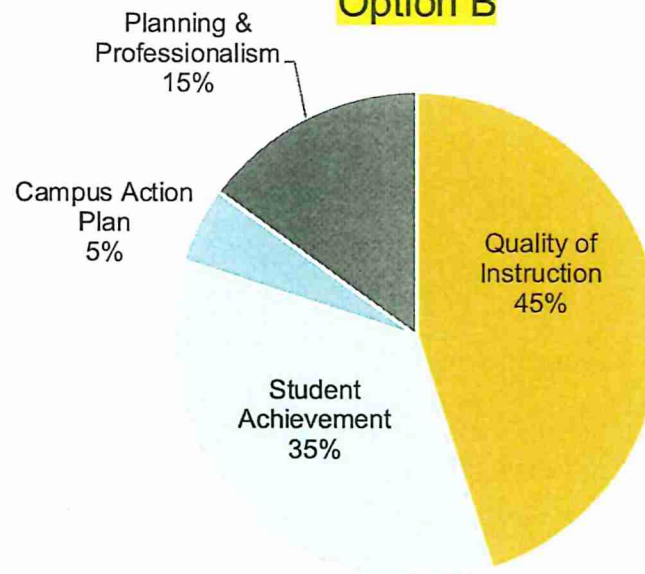
# Potential TES Frameworks A - C

(4 components)

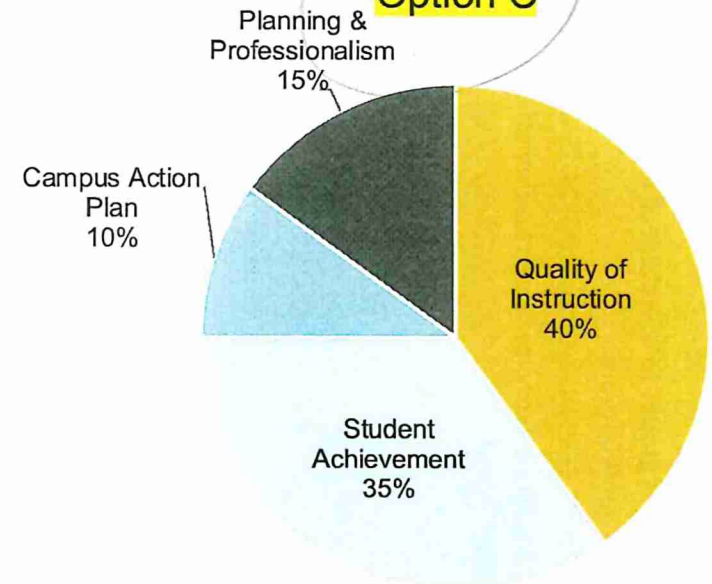
Option A



Option B



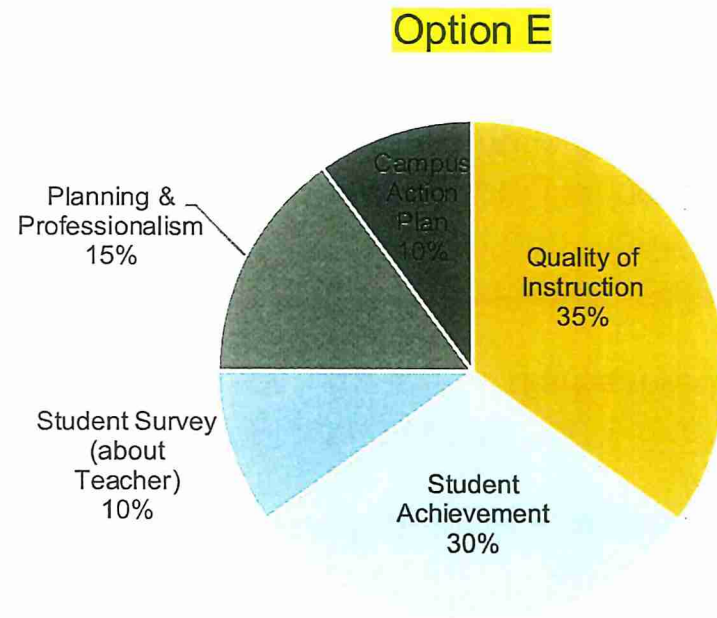
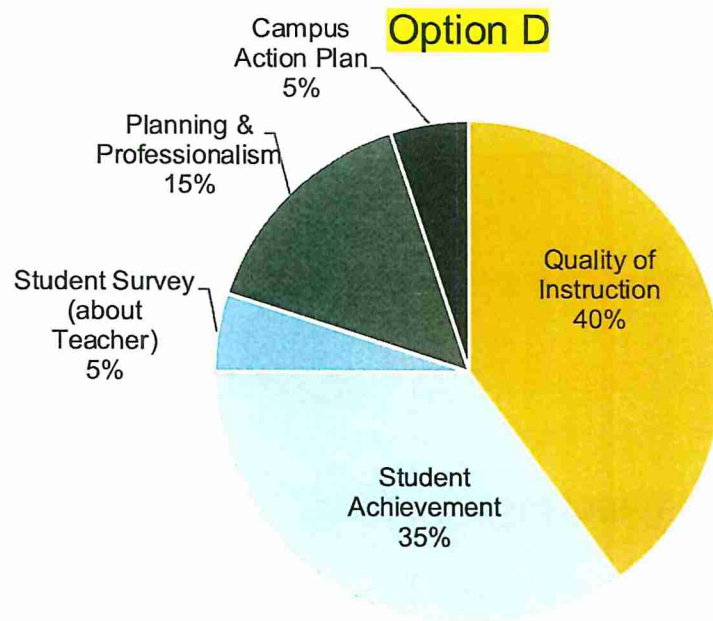
Option C





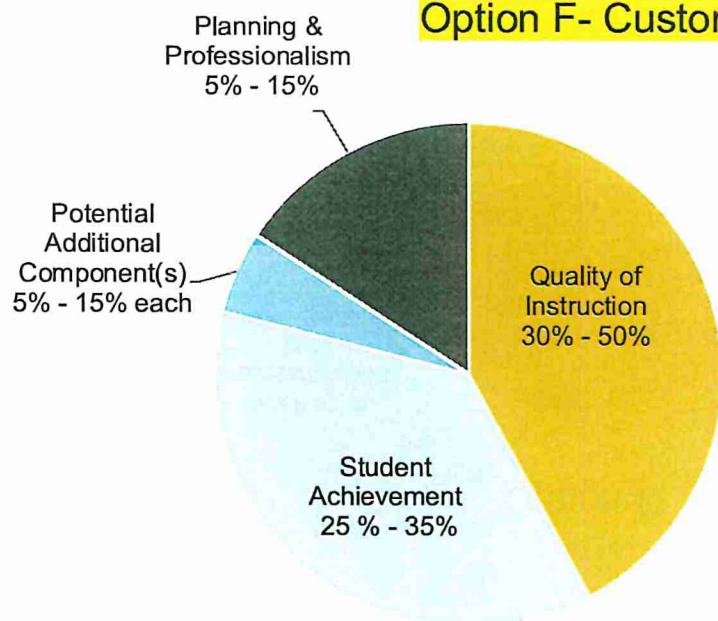
# Potential TES Frameworks D & E

(5 components)



# Build Your Own Framework

## Option F- Custom Framework



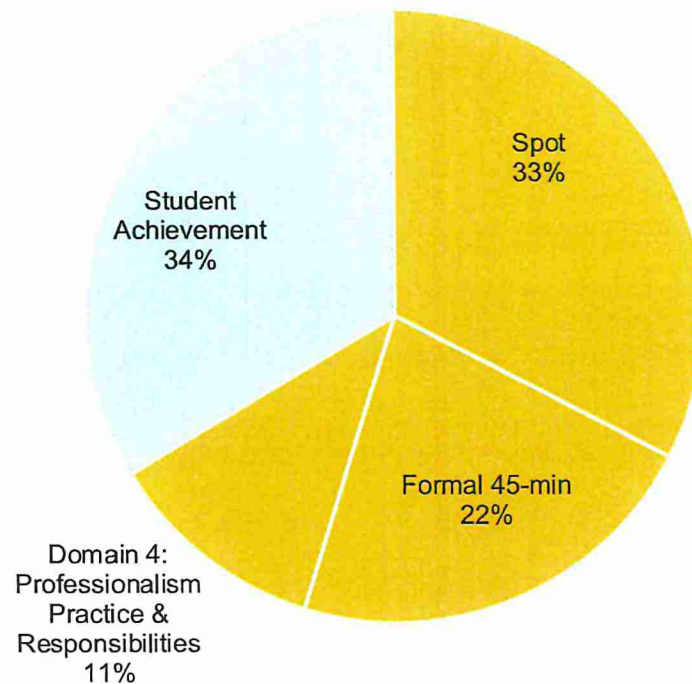
### Custom Framework requirements:

- 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