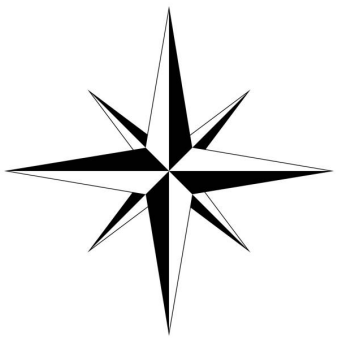


TES Update to the Board of Managers

February 2025





“The quality of the teacher is the single most important school-based influence on a student’s academic achievement.

No district can significantly improve academic achievement or student success if it does not know who is teaching effectively and if it does not have at least some degree of accountability for teaching effectively.”

We are engaging in wholesale systemic reform



Instructional
strategies &
practices



High-quality
instructional
materials



Coaching &
supporting teachers
& principals



Monitoring &
assessing
instruction



Evaluation &
accountability



High performance
culture

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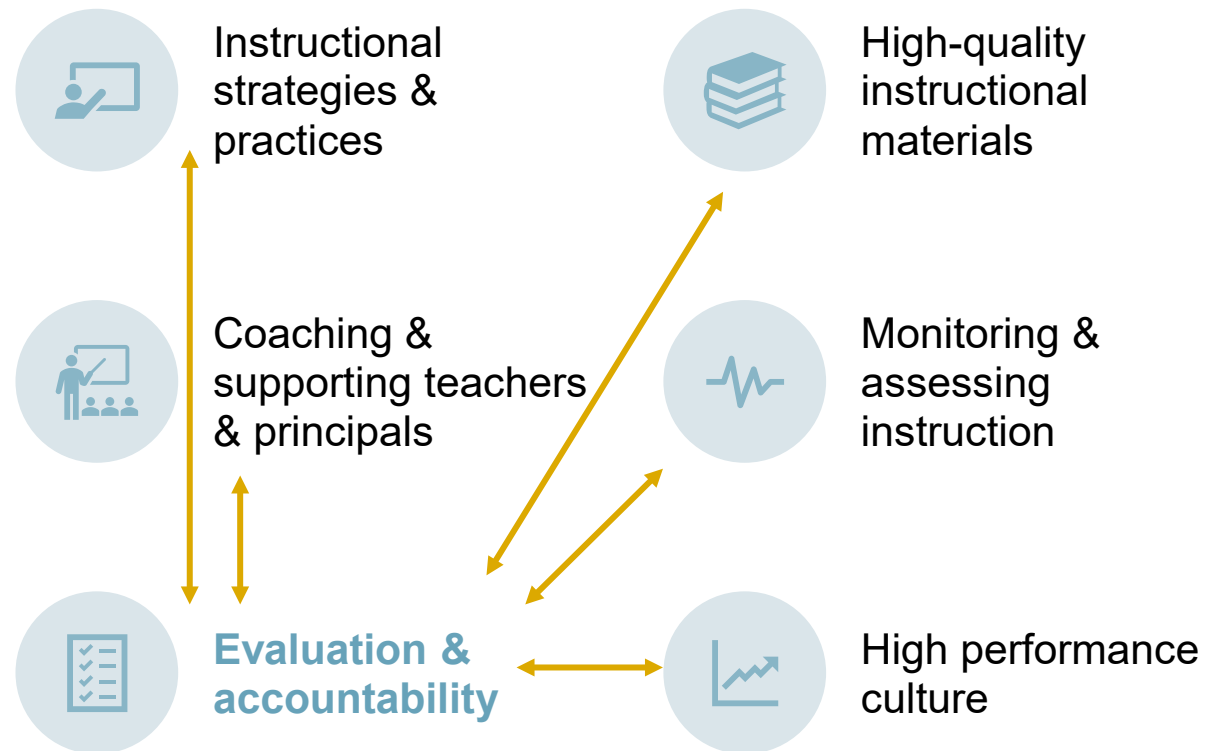


**Evaluation &
accountability**



High performance
culture

“If teacher evaluation is disconnected from or has little meaning to the rest of the system, then that misalignment will cause dysfunction throughout the entire district.”



Our charge

Build a locally designed teacher evaluation system that
defines teaching excellence at HISD by...

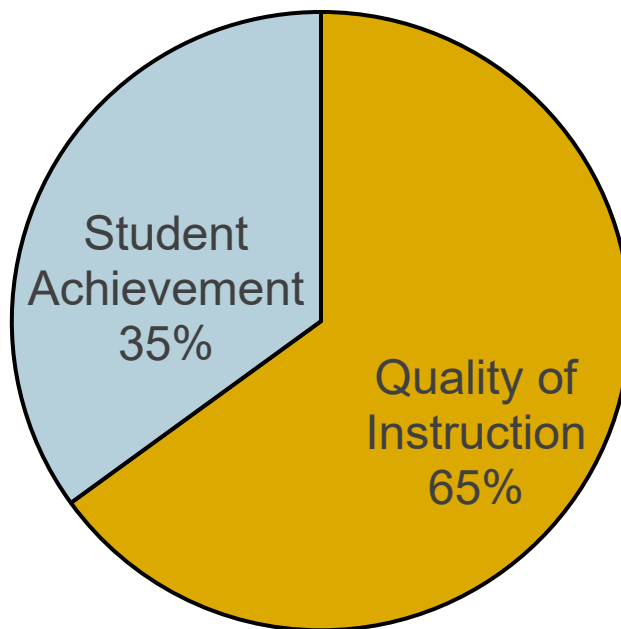
Remaining **anchored in
outcomes-based
measures** of student
achievement & quality of
instruction

&

Reinforcing the **evidence-
based strategies,
behaviors, and systems**
we utilize at HISD to drive
student achievement

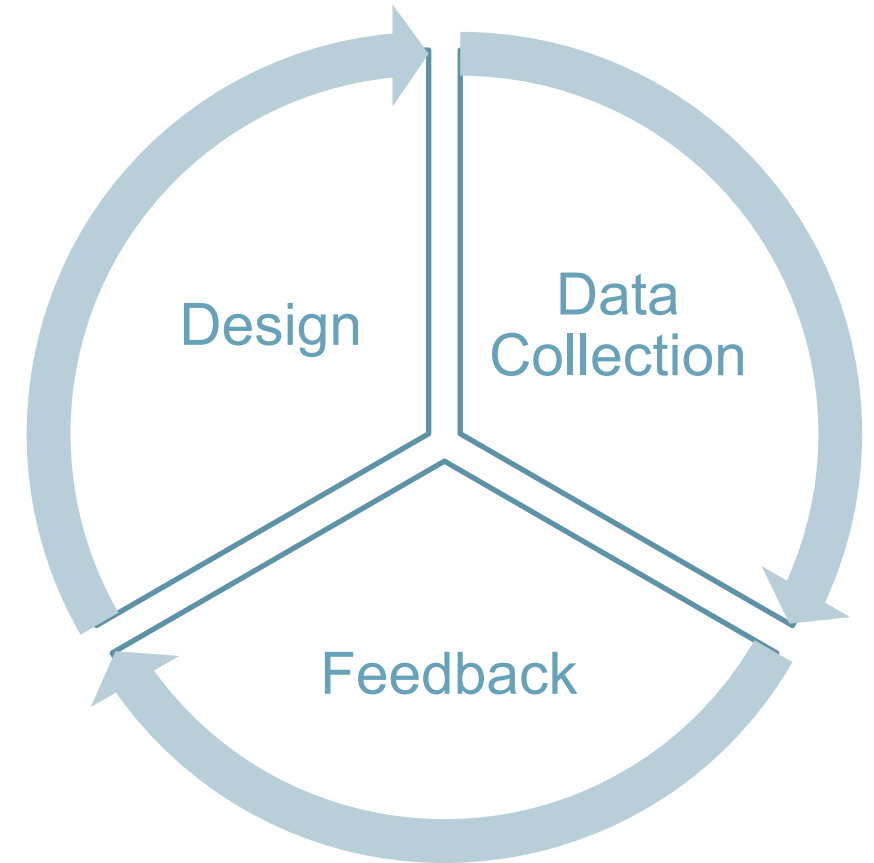
We have built from our current T-TESS system

SY23-24 & SY24-25

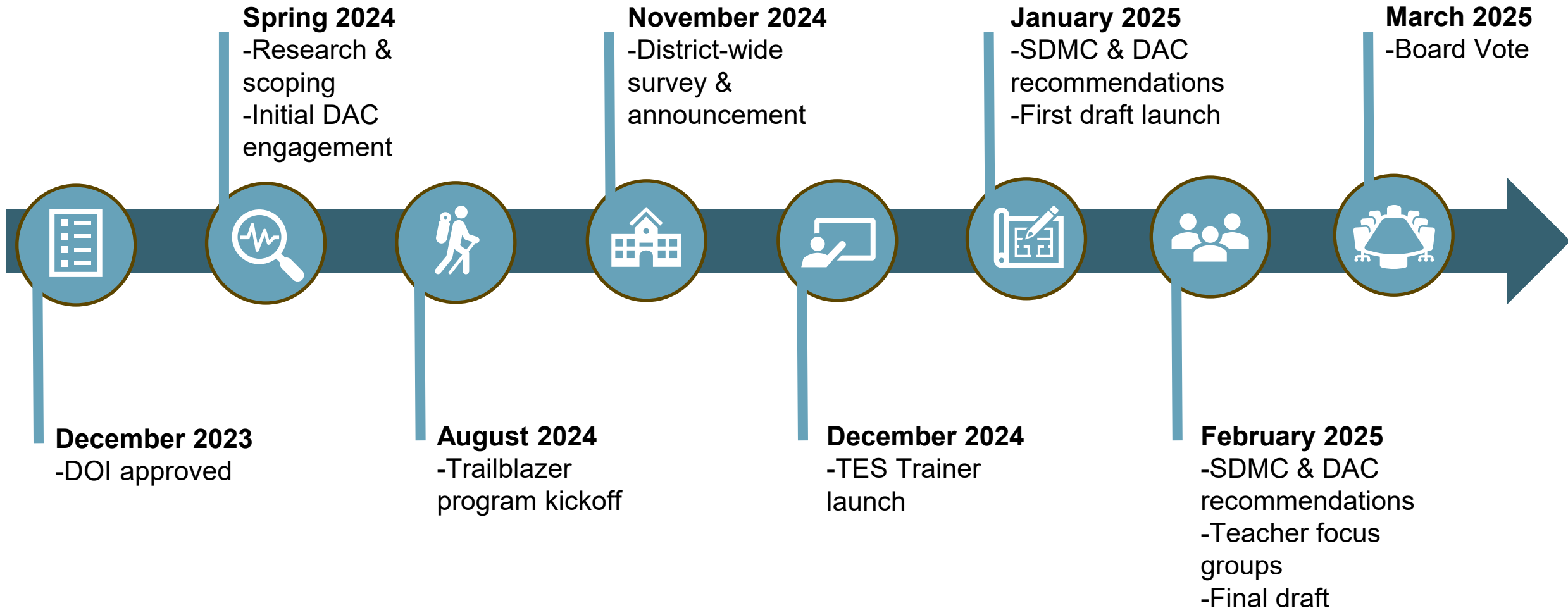


We made commitments in this process

- 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.



We have been engaged in a multi-year design process



Teachers & leaders have driven this process

9,028

Teachers & leaders completed TES survey

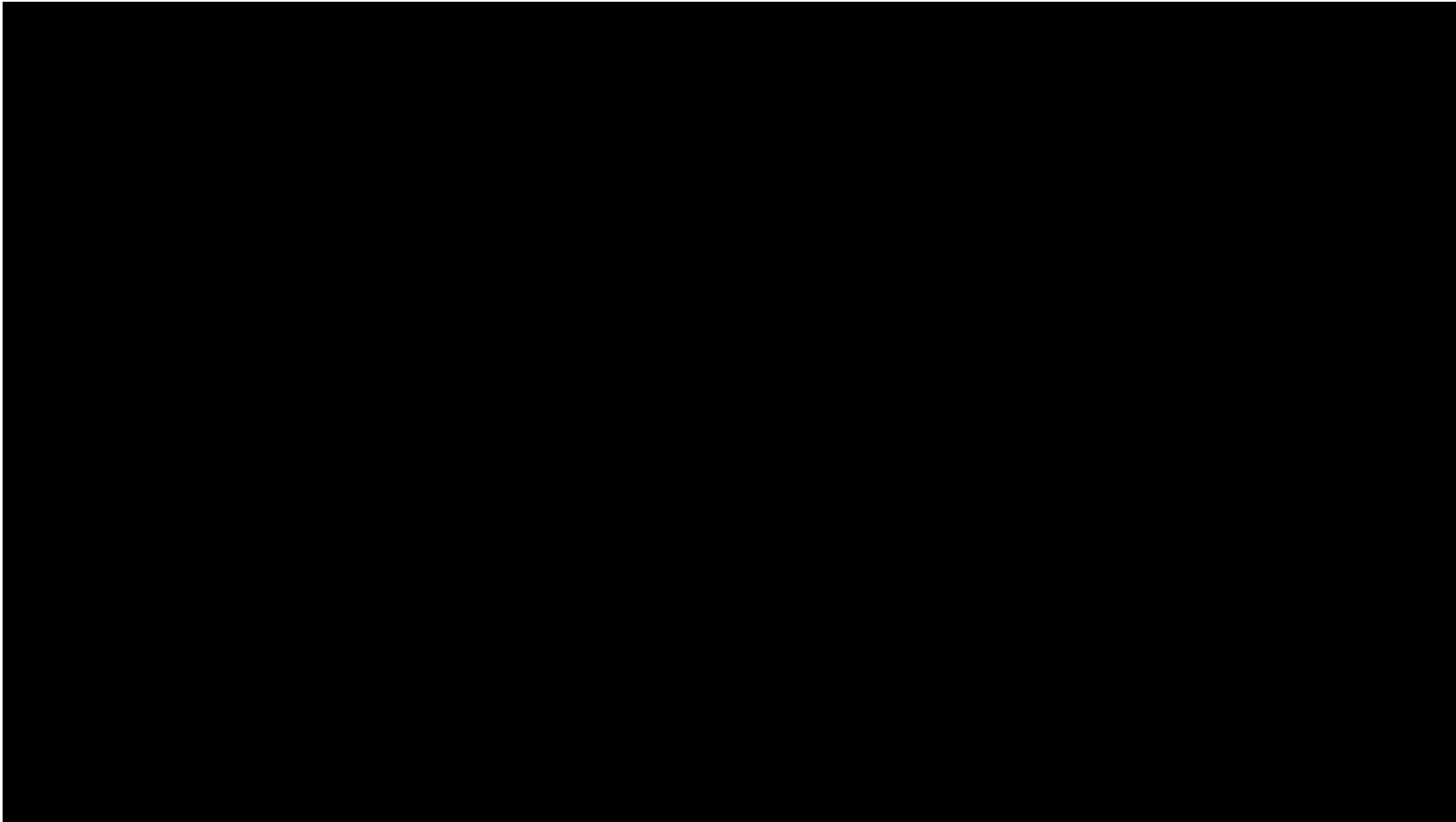
100%

Of campuses engaged SDMCs & held TES Talks

~3,000

SDMC & DAC members made a recommendation on TES framework

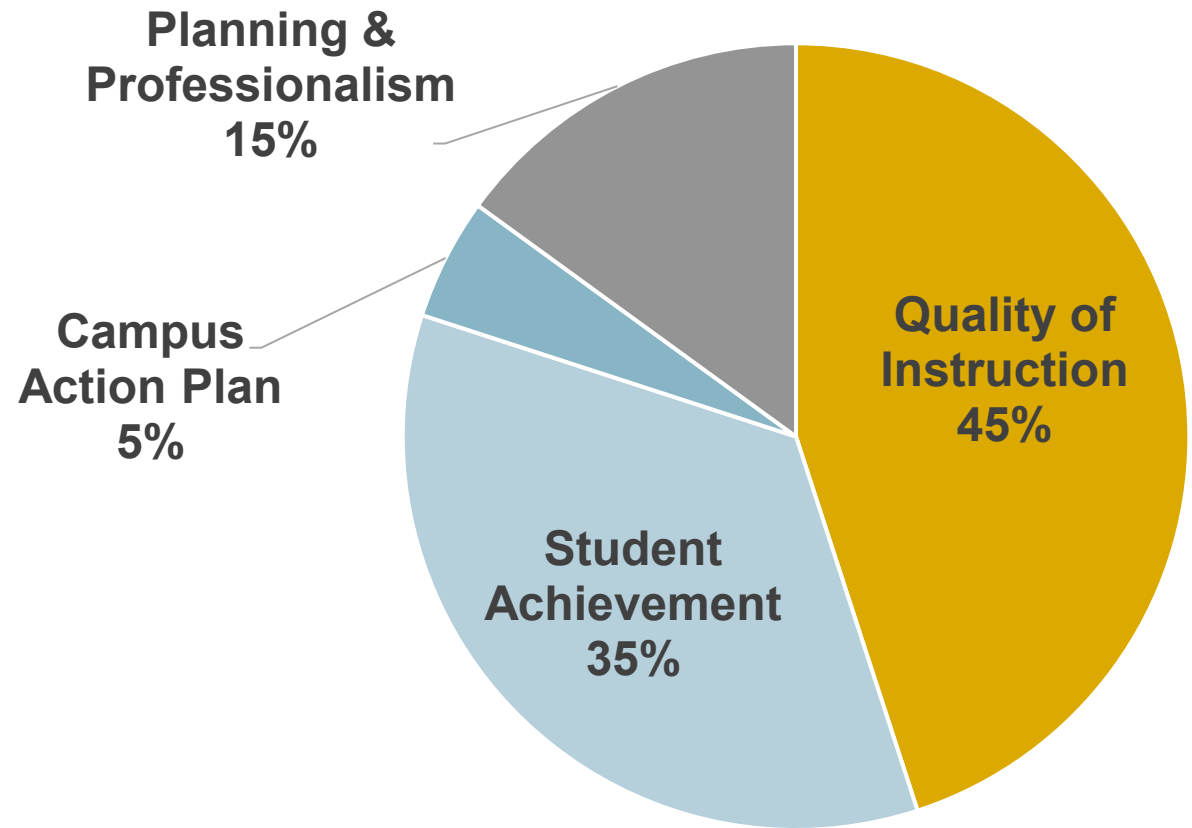
We are so grateful for HISD engagement



We released our first draft on January 23rd

Teachers received:

- ☐ HISD Now video & For Teachers Only email blast
- ☐ For Teachers Only TES Resources page
- ☐ Campus session with their TES Trainer to learn more, ask questions, and provide feedback



TES builds on T-TESS with four big innovations



Recognizing a teacher's work outside the classroom

Planning & Professionalism Rubric

Distinguished Teacher Review



Ensuring a calibrated evaluator for every teacher

Streamlined teacher elevation process

Maximum number of spots

TES Evaluator Certification training & assessment

Video library & additional resources



Valuing a teacher's contribution to campus goals

Credit for performance on Campus Action Plan



Measuring growth & achievement for all subjects

Maintain both growth & achievement-based metrics

Group F menu of performance indicators.

Let's hear from our amazing educators

Let's hear from our amazing educators!

Mandy Gutierrez



Valkeith Winters



TES Final Draft will be released at the end of February

