Shared Decision-Making Meeting (SDMC)
Date : Jan 9, 2025
Location : Principal Umeh's Office
Agenda

1. Greeting
2. January SDMC Meeting Video (10 minutes)
3. Explore Additional TES Resources & Q&A (5 minutes)
4. Preview TES framework options (10 minutes)
5. Campus deliberation on options (30 minutes)
6. Principal submits a campus exit ticket. (5 minutes)

Meeting Start: 3:30PM

Meeting Introductions - the following person were in attendance: Ms. Womack (SPED), Ms. Halsey (Parent), Ms. Wyatt (Teacher), Ms. Cooper (AP), Teacher Saracay (Teacher), Ms. Umeh (Principal) - not in attendance: Community Representative Pastor Deakins due to scheduling conflict.

Ms. Umeh answered questions about the current appraisal system T-TESS such as whether one can opt out of the 45 minute observation. There was also discussion around the fairness of student surveys if it is a metric that is not tied to all teachers. The SDMC reviewed the additional resources which included a one-pager and frequently asked questions. The committee discussed each option at length. The committee voted on option C. Ms. Umeh submitted the following:

Choice 1: Option C
Choice 2: Option D
Choice 3: Option E

Concerns: The committee is concerned about the 45 observations being optional under TES. They believe it should be required and include a developed rubric.

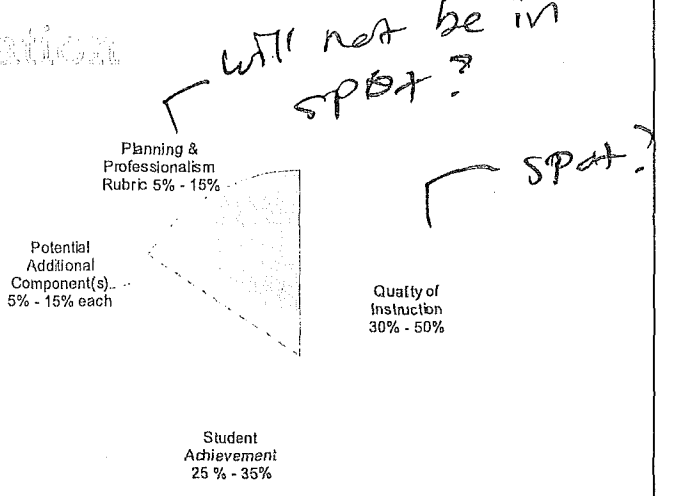
Meeting Ended: 4:30PM

SDMC Sign-In Sheet - Jan. 9, 2025

Name	Position
1. Juan Saracay	Art Tchr.
2. Twanna Citizen	Sped Support
3. Sharell Hazley	Teacher 4th / parent
4. Amy McGyatt	1st Grade Teacher
5. Regine Copan	A.P.
6. Alicia Umeh	Principal (non voting)
7.	
8.	
9.	
10.	

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!



optinal?

what are teachers doing in that action plan to meet the expectation? is this like extra credit?

How much student survey weight on our eval?

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:

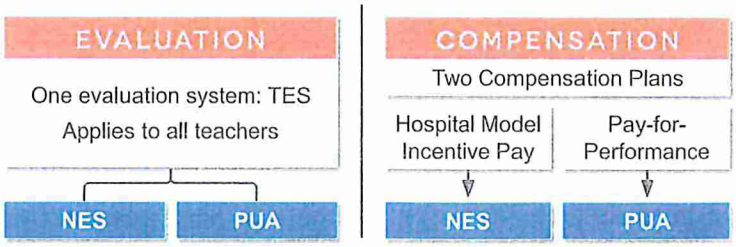
- **Components:** In addition to student achievement and quality of instruction, should HISD teachers be held accountable for student survey data, the success of their campus action plan, and teacher contributions to campus?
- **Weighting of components:** How much should each component be weighted in 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

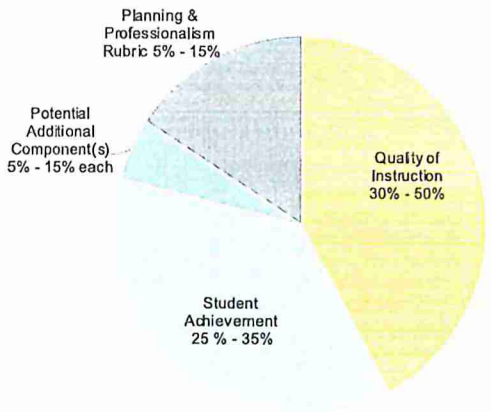
1. **What additional components would be included on top of Student Achievement, Quality of Instruction and Planning & Professionalism Rubric?** The two other components we are considering including are the Campus Action Plan and Student Survey (about teacher). The final components will be decided based 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 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.

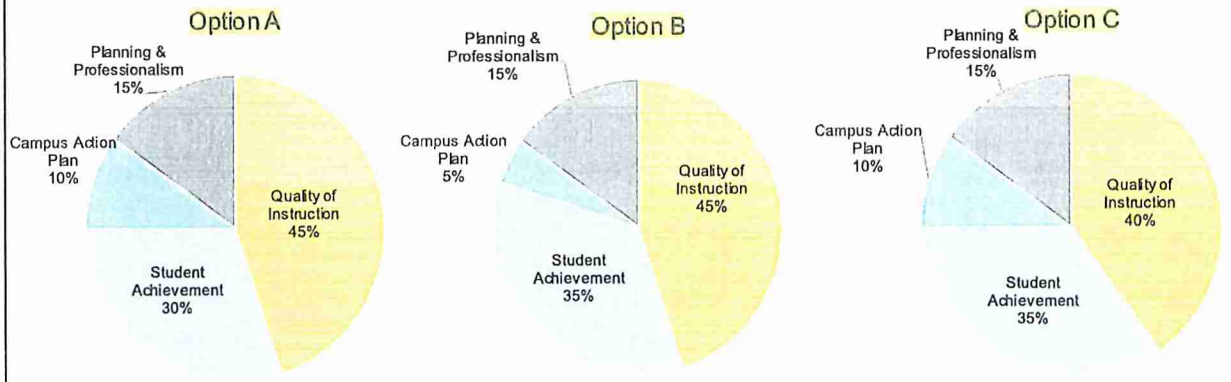
Framework deliberation

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!



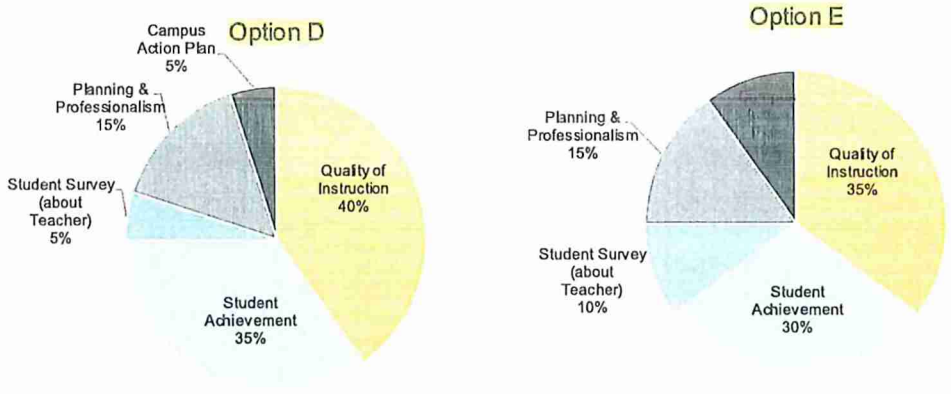
Potential TES Frameworks A - C

(4 components)

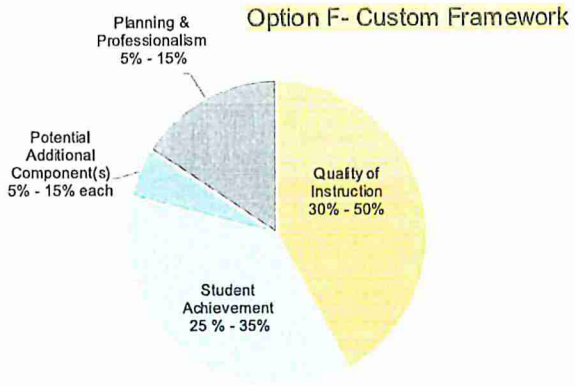


Potential TES Frameworks D & E

(5 components)



Build Your Own Framework

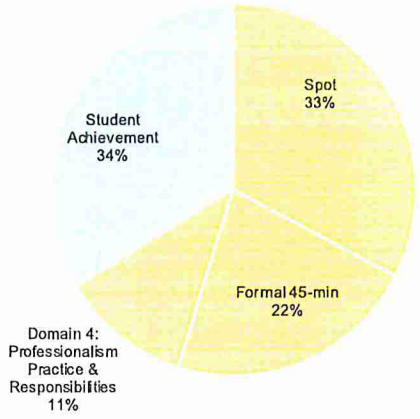


Custom Framework requirements:

- 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