



**TES**  
TEACHER EXCELLENCE SYSTEM



# TEACHER EXCELLENCE SYSTEM **GUIDEBOOK**

HOUSTON INDEPENDENT SCHOOL DISTRICT



## TES AT-A-GLANCE

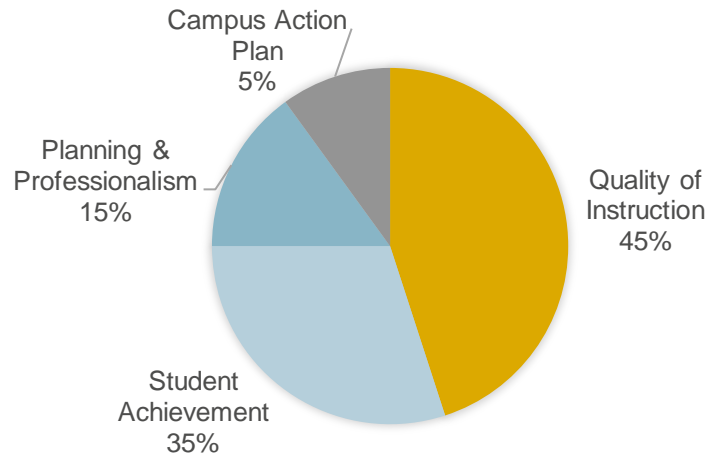
**Houston ISD believes that every student should have access to high-quality instruction.**

The Houston Independent School District (HISD) is committed to fostering an educational environment where every student has equitable opportunities to achieve their fullest potential. A rigorous teacher evaluation system is crucial to ensuring that every student in every classroom across the district has access to the education that they deserve.

To support this, HISD has developed the Teacher Excellence System (TES), a comprehensive framework designed to evaluate and enhance teacher performance. TES is built on the principle that meaningful teacher evaluations must focus on measurable outcomes, emphasizing the impact of instruction on student achievement. The system prioritizes results-oriented evaluations, ensuring that assessments reflect actual teaching effectiveness rather than procedural compliance. TES also underscores the importance of professionalism by promoting high standards of conduct, collaboration, and commitment to excellence among educators. Additionally, TES connects evaluation outcomes with targeted professional development opportunities, equipping teachers with actionable feedback and resources to foster continuous improvement in instructional quality. By supporting both accountability and growth, TES reinforces HISD's high-performance culture that empowers teachers, enhances student learning, and upholds HISD's commitment to educational equity and success.

HISD teachers will be evaluated using the **Teacher Excellence System (TES)** for the 2025-2026 school year. Teachers will be evaluated by four **TES domains**. The TES domains are shown below along with their associated components.

1. Student Achievement (student assessment outcomes)
2. Quality of Instruction
3. Planning and Professionalism Rubric
4. Action Plan



Domain	Components	Possible Points
Quality of Instruction (45%)	Spot Observations	45
	Formal Observation [required: new teachers and teachers who scored below Proficient I in prior year; optional: all other teachers]	
Student Achievement (35%)	Middle-of-Year metrics points earned	35
	End-of-Year metrics points earned	
	<b>Student Achievement Groups:</b> Group A - 2 <sup>nd</sup> – 8 <sup>th</sup> Grade English Language Arts, Math, and Science Courses; 1 <sup>st</sup> Grade Math	
	Group B - Kindergarten, 1 <sup>st</sup> Grade RLA Courses	
	Group C - Algebra I, English I, and English II Courses	
Planning & Professionalism (15%)	Group D – 3 <sup>rd</sup> – 10 <sup>th</sup> Grade Art of Thinking Courses 6 <sup>th</sup> – 10 <sup>th</sup> Grade Social Studies Courses	15
	Group E - Pre-Kindergarten Courses AP/IB Courses High School Biology and US History Courses	
	Group F – Student Learning Objectives; all courses not in A-E	
Action Plan (5%)	Planning: <ul style="list-style-type: none"> <li>• Lesson Planning &amp; Internalization</li> <li>• Data-Driven Planning</li> </ul> Professionalism: <ul style="list-style-type: none"> <li>• High Performance Culture</li> <li>• Professional Expectations</li> </ul>	5
	Action Plan <ul style="list-style-type: none"> <li>• School-wide performance on indicators of Success</li> </ul>	





## CHAPTER 1: QUALITY OF INSTRUCTION

A teacher's Quality of Instruction performance is assessed through monthly **Spot Observations** and in some cases, an additional **Formal Observation**. It accounts for **45%** of every teacher's summative evaluation rating. To support the efficacy of these measures, targeted evaluator training and a Teacher Evaluation System (TES) Certification process is utilized to ensure rater reliability when providing scores and feedback to teachers. For more details on the TES certification process for TES evaluators, refer to Chapter 7. Additionally, see the section on calibration for teachers to learn how this process supports continuous growth and clarity in expectations.

### SPOT OBSERVATIONS

The purpose of the spot observations is to provide both the teacher and campus leadership with actionable data about the teacher's instructional practice *and* how that practice is impacting student learning. A teacher will receive at least one spot observation per month by their assigned primary or secondary evaluator. Spot observations conducted in August are formative measures and will **not** impact a teacher's end-of-year (EOY) summative rating. All other spot observation data will be factored into the EOY summative rating, with the exception of spot observations conducted in December, May, or June, which are only used in the event of spot data missing from other months.

A teacher may receive multiple spot observations by their primary and/or secondary evaluator during each month. If more than one spot observation is conducted within a month, the average score from all observations in the month (primary and secondary evaluators combined) will be used for the teacher's monthly spot score. An example of this is seen below.

Date of Spot by Evaluator	Teacher Spot Score
October 3, 2025	8.0
October 10, 2025	8.0
October 23, 2025	9.0
<b>Monthly Spot Average (October)</b>	<b>8.33*</b>

\*Monthly Spot averages will be rounded to the hundredth place

The monthly spot average for the months of September, October, November, January, February, March, and April will count for the evaluation. Below is an example of total spot observation points earned across the school year. This example revisits the teacher with an October monthly spot average score of 8.33. We have indicated below each monthly spot score if this teacher's score was determined based on the average of all spots conducted by their evaluator in that month, or if it was determined based on a singular spot observation score.

Sept	Oct.	Nov.	Jan.	Feb.	Mar.	Apr.	Total Points
9.0 <i>Average</i>	8.33 <i>Average</i>	9.0 <i>Average</i>	9.0 <i>Singular</i>	10.0 <i>Singular</i>	9.85 <i>Average</i>	10.25 <i>Average</i>	<b>65.43</b>

Given that 15 points is the maximum score per spot, the maximum a teacher can earn for spots is 105 points. In the example above, the teacher received 65.43 out of the possible 105 points.

Each spot score equates to the following TES evaluation levels:

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
<b>0 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 11</b>	<b>12 - 13</b>	<b>14</b>	<b>15</b>

## FORMAL OBSERVATION

HISD teachers who are within their first year of hire in HISD and teachers whose previous year effectiveness level fell below Proficient I are required to receive a Formal Observation once per school year. Other teachers may also voluntarily request a formal observation. The formal observation window will open **February 9, 2026**, and will close **March 28, 2026**. All formal observations will be 45 minutes in length and will be conducted using the spot form.

The formal observation earns a teacher a maximum of **30 points**.

## CALCULATING THE QUALITY OF INSTRUCTION SCORE

The final quality of instruction score is calculated in one of two ways depending on if the teacher participated in the formal observation:

Teachers who do not participate in the formal observation:

Quality of Instruction Component	Total Possible Points	% of total Quality of Instruction points
September monthly spot	15	14.3%
October monthly spot	15	14.3%
November monthly spot	15	14.3%
January monthly spot	15	14.3%
February monthly spot	15	14.3%
March monthly spot	15	14.3%
April monthly spot	15	14.3%
<b>Total spots</b>	<b>105</b>	<b>100%</b>

Teachers who do participate in the formal observation:

Quality of Instruction Component	Total Possible Points	% of total Quality of Instruction points
September monthly spot	15	11.1%
October monthly spot	15	11.1%
November monthly spot	15	11.1%
January monthly spot	15	11.1%
February monthly spot	15	11.1%
March monthly spot	15	11.1%
April monthly spot	15	11.1%
<b>Total spots</b>	<b>105</b>	<b>78%</b>
<b>Total formal observation</b>	<b>30</b>	<b>22%</b>

Since a teacher's quality of instruction score comprises **45%** of a teacher's summative evaluation, we apply a simple formula to convert total points earned in all components out of 105 or 135 to a score out of 45. A teacher's quality of instruction score is derived by the following equation:

$$\text{Quality Of Instruction Score} = \left( \frac{\text{Total Points Earned}}{105 \text{ or } 135 \text{ Points Possible}} \right) \times .45 \times 100$$

## CALIBRATION

Calibration ensures consistency and fairness in the evaluation process. Teachers receive training and resources to build their understanding of observations, while leaders engage in calibration activities to maintain alignment and transparency. TES evaluators are required to maintain a certification to ensure they are calibrated and evaluating teachers fairly (see Chapter 7 for more information). The Chief of Schools Office and the Office of Academics monitor the districtwide implementation of spot observations through a dashboard, analyzing weekly to ensure proper usage.

Proper usage includes, but is not limited to, the following\*:

- Administrators complete at least six spots weekly on their campus (three in the morning and three in the afternoon). *Note: this is not PER TEACHER, this is for the entire campus.*
- Every teacher receives at least one spot observation monthly.
- No teacher is observed excessively using the spot. A teacher may not have more than four spot observations per month or more than one observation per day.

\*Small schools have some exceptions to the above.

## ON-THE-JOB COACHING

It is important to note that not all classroom observations and feedback should be spot observations. HISD leaders are committed to improving quality of instruction, and can and should provide formative, supportive coaching to their teachers outside of the spot observation system. This feedback aligns with our commitment to having an effective teacher in every classroom AND providing teachers with the support they need to learn and grow. When we learn together and collaborate on feedback, we become more effective.

Therefore, spot observations should not be confused with “coaching in the moment.” They are not the same, and one does not substitute for the other. On-the-spot coaching is a valuable tool designed to enhance instructional practices in real-time. This approach involves the evaluator or another administrator observing teaching and providing immediate feedback. The goal is to quickly refine and improve instructional techniques, ultimately benefiting student learning and achievement.

Principals, assistant principals, and executive directors are encouraged to use various strategies to provide timely feedback to teachers. Once the feedback is provided, follow-up should occur to ensure implementation of the feedback. While constructive feedback holds its value, acknowledging and praising teachers for exemplary performance is equally significant. Embedding coaching in the moment into the school’s culture helps ensure that it becomes a fluid and ongoing practice.

Approaches to Coaching in the Moment (In the Classroom):

- Silent Signals: Providing quick and direct hand gestures or visual cues as guidance.
- These signals and/or cues should be pre-established and shared with staff members beforehand.
- Whispering: Utilizing a natural pause in instruction to provide quick and direct feedback.
- Modeling: Demonstrating the expectations of a portion of the lesson or a strategy. This should be done during a PLC or Demo Day to ensure staff members are aware of and prepared for real-time feedback.

## BENEFITS OF ON-THE-SPOT COACHING

- **Rapid Improvement:** Immediate feedback allows for quick adjustments, leading to faster improvements in teaching practices.
- **Increased Effectiveness:** Helps identify and address specific areas for improvement, making your instruction more effective.
- **Professional Growth:** Provides opportunities for continuous learning and professional development.
- **Enhanced Student Outcomes:** By refining your teaching practices in real-time, you can better meet the needs of your students and improve their academic performance.

## RESEARCH SUPPORTING ON-THE-SPOT COACHING

Research<sup>1</sup> has shown that on-the-spot coaching, also known as “in the moment” coaching, can be highly effective in improving teaching practices and student outcomes. Key findings from research include:

- **Increased Teacher Effectiveness:** Studies indicate that teachers who receive real-time feedback and coaching show significant improvements in their instructional methods and classroom management skills .
- **Enhanced Student Achievement:** Research suggests that students benefit from improved instruction, with higher engagement levels and better academic performance observed in classrooms where teachers receive on-the-spot coaching.
- **Continuous Professional Development:** On-the-spot coaching promotes ongoing professional growth, helping teachers continually refine and enhance their teaching practices.

On-the-job coaching is a powerful tool for immediate and effective professional development. By embracing this approach, you can quickly refine your instructional practices, better serve your students, and foster a collaborative and supportive learning environment. Your active participation and openness to feedback are key to maximizing the benefits of on-the-spot coaching.

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<sup>1</sup> Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588.  
Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Corwin Press.  
Rock, M. L., Gregg, M., Gable, R. A., & Zigmond, N. P. (2009). Real-Time Teacher Coaching to Improve Student Behavior and Academic Engagement. *Exceptional Children*, 75(3), 365-383.





## CHAPTER 2: STUDENT ACHIEVEMENT

By integrating student achievement data into teacher evaluation, we are ensuring that teacher effectiveness is assessed by not just observation of teacher practice, but also the impact of that practice. The Measures of Effective Teaching (MET) Project recommends student achievement results count for 33 to 50 percent of a teacher's evaluation<sup>2</sup>. At HISD, student achievement or outcome data accounts for **35%** of the TES evaluation.

### STUDENT ACHIEVEMENT OBJECTIVES

A teacher's student achievement score comprises multiple measures of student achievement. Every course is tied to a set of **student achievement objectives**. A teacher's student achievement objectives are determined by the course(s) they teach. Some teachers are assigned course schedules that result in their achievement score focusing on two or three student achievement objectives. Other teachers are assigned course schedules that may result in their achievement score focusing on five or six student achievement objectives.

Multiple measures are used to assess student learning in order to ensure equity among teachers. For the same reason, it is necessary to calculate multiple *metrics* for each assessment. Where possible, the student achievement objectives include two types of metrics:

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<sup>2</sup> Bill & Melinda Gates Foundation. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Final Report of the Measures of Effective Teaching Project*.

“growth” and “absolute achievement”. The percentage of students who pass an exam is an example of an absolute achievement metric. The percentage of growth students show from a beginning-of-year to middle-of-year assessment, for instance, is an example of a growth metric. When possible given the type of exam, growth metrics are weighted higher than absolute achievement.

Additionally, where possible, student achievement objectives are divided into two categories: middle-of-year (MOY) and end-of-year (EOY) objectives. For courses with **no** middle-of-year assessment data, only end-of-year metrics will be assessed.

You can access the comprehensive list of student achievement objectives [below](#).

Student achievement data is derived from each teacher’s rosters for each course where the teacher serves as the teacher of record (TOR). Student achievement data will include all students who are on the teacher’s roster for a minimum of 60 days during semester one for middle-of-year data and 60 days during semester two for end-of-year data. Teachers who do not have any students on their roster for 60 days during semester one will not receive a middle-of-year student achievement score. For teachers whose students are excluded as a result of the 60-day rule for middle of year data, the teacher is not penalized, but rather the student achievement component will include data from end-of-year only.

Teachers will have an opportunity to review their semester one and semester two rosters. Teachers will work with their assigned evaluator and campus principal to request a review of any foreseen discrepancies in the roster. The review of the request will be a collaboration with the Performance Management team and the campus Executive Director of Instruction (EDI).

## STUDENT ACHIEVEMENT GROUPS

Six **student achievement groups** have been established in which teachers will be placed based on the course(s) they teach. A brief overview of each student achievement group can be seen below:

Student Achievement Group	General Description
Group A	2 <sup>nd</sup> – 8 <sup>th</sup> Grade English Language Arts, Math, and Science Courses 1 <sup>st</sup> Grade Math Courses
Group B	Kindergarten and 1 <sup>st</sup> Grade ELA Courses
Group C	Algebra I, English I, and English II Courses
Group D	3 <sup>rd</sup> – 10 <sup>th</sup> Art of Thinking Courses 6 <sup>th</sup> – 10 <sup>th</sup> 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

A comprehensive list of HISD course codes can be found in the Evaluation Resources library of

the TES SharePoint site. In this list, it is indicated to which group each course is assigned. Some teachers may teach courses falling into multiple student achievement groups.

## ASSESSMENTS USED FOR STUDENT ACHIEVEMENT COMPONENT

Data from National, State, and District assessments are used to measure teacher effectiveness. At HISD, the following assessments will be utilized to capture both student and teacher performance.

Grade Level and Content Assessed	Student Achievement Group	Assessment
2 <sup>nd</sup> – 8 <sup>th</sup> Math, Science, Reading 1 <sup>st</sup> Grade Math	A	NWEA MAP
K – 1 <sup>st</sup> Reading	B	DIBELS/LECTURA (Reading)
9 <sup>th</sup> – 12 <sup>th</sup> Algebra I 9 <sup>th</sup> – 12 <sup>th</sup> English I 9 <sup>th</sup> – 12 <sup>th</sup> English II	C	STAAR Interim EOC STAAR
3 <sup>rd</sup> – 10 <sup>th</sup> Art of Thinking	D	District Summative Assessment (DSA)
6 <sup>th</sup> – 10 <sup>th</sup> Social Studies	D	District Summative Assessment (DSA)
9 <sup>th</sup> – 12 <sup>th</sup> Biology 9 <sup>th</sup> – 12 <sup>th</sup> US History	E	EOC STAAR
9 <sup>th</sup> – 12 <sup>th</sup> AP Courses	E	College Board AP Exam
9 <sup>th</sup> – 12 <sup>th</sup> IB Year 2 Courses	E	International Baccalaureate (IB) Exam
Pre-Kindergarten-3 Pre-Kindergarten-4	E	CIRCLE
PK – 12 <sup>th</sup>	F	SLO

## STUDENT LEARNING OBJECTIVES (SLO)

Group F teachers teach courses without a national, state, or local assessment. Although teachers may not be held accountable to the same assessment, TES ensures that, where possible, rigorous metrics with choice are provided so that teachers are held accountable to a common bar. You can access the comprehensive list of SLO options for Group F teachers below. **Note: the comprehensive list of SLO options will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.**

## METRICS

In all metrics examples presented in this guidebook, cut points reflect the previous school year cut points and are provided for demonstration purposes only. They **do not represent the actual cut points that will determine point values for achievement metrics**. Actual cut points cannot be determined until metrics are computed using current-year data. Because of this, this

guidebook will be updated periodically throughout the year as new student-level data is received, processed, and cut points are stamped based on campus-level and teacher-level data.

By setting cut points in this way, we ensure equity across grades and content areas. That is, by using a target distribution, we ensure it is not more challenging, or easier, to earn more points in Kindergarten DIBELS than it is in AP Statistics. The use of a target distribution allows equitable levels of rigor across grades and content areas.

## GROUP A: NWEA MAP COURSES

The Group A student achievement objectives are tied to the NWEA MAP assessments in reading, math, and science. Students will take a beginning-of-year (BOY) assessment, a middle-of-year (MOY) assessment, and an end-of-year (EOY) assessment.

Student Achievement Objective 1: BOY to MOY Student Achievement Objective				
X = Individual teacher's NWEA BOY to MOY data –% of students who scored at least .60 annual growth in the first half of the year.				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 27$	$27 \leq X < 49$	$49 \leq X < 69$	$69 \leq X < 75$	$X \geq 75$

Student Achievement Objective 2: MOY to EOY Student Achievement Objective				
X = Individual teacher's NWEA MOY to EOY data –% of students in grades 2-8 grades who scored at least 1.40 times second semester expected growth (MOY to EOY).				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student Achievement Objective 3: EOY Student Achievement Objective				
X = Individual teacher's NWEA EOY data –% of students who ended the year at or above the 45 <sup>th</sup> achievement percentile nationally.				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
$X < 30$	$30 \leq X < 40$	$40 \leq X < 50$	$50 \leq X < 60$	$X \geq 60$

## GROUP B: DIBELS/LECTURA COURSES

The Group B student achievement objectives are tied to the DIBELS/Lectura assessments. Students will take a beginning-of-year (BOY) assessment, a middle-of-year (MOY) assessment, and an end-of-year (EOY) assessment.



Student Achievement Objective 1: MOY Student Achievement Objective				
X = Individual teacher's DIBELS/Lectura data –% of students above or well above typical growth by the end of the first half of the year.				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 3$	$3 \leq X < 34$	$34 \leq X < 83$	$83 \leq X < 95$	$X \geq 96$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's DIBELS/Lectura data –% of students above or well above typical growth in the year				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

## GROUP C: STAAR INTERIM AND STAAR EOC COURSES

The Group C student achievement objectives are tied to the Algebra I, English I, and English II STAAR Interim and EOC assessments. Students will take a middle-of-year (MOY) STAAR Interim assessment and an end-of-year (EOY) STAAR EOC assessment.

Student Achievement Objective 1: MOY Student Achievement Objective				
X = Individual teacher's percent of growth points earned by all students based on STAAR interim assessment performance.				
0 pts.	2 pts.	4 pts.	6 pts.	8 pts.
$-78 \leq X < -31$	$-31 \leq X < 5$	$5 \leq X < 38$	$38 \leq X < 47$	$X \geq 47$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's percent of growth points earned by all students on the end-of-course exam.				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 25$	$25 \leq X < 45$	$45 \leq X < 60$	$60 \leq X < 80$	$X \geq 80$

Student Achievement Objective 3: EOY Student Achievement Objective				
X = Individual teacher's percent of students at or above Meets Grade Level				
3 pts.	5 pts.	7 pts.	10 pts.	12 pts.
$X < 16$	$16 \leq X < 30$	$30 \leq X < 60$	$60 \leq X < 85$	$X \geq 85$

## GROUP D: COURSES WITH DISTRICT SUMMATIVE ASSESSMENTS

The Group D student achievement objectives are tied to District Summative Assessments. Students in this achievement group will take the a mid-year assessment and an end-of-year assessment.

Student Achievement Objective 1: MOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students above meets or exceeds expectations ( $\geq 70\%$ ) on the middle-of-year exam.				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 1$	$1 \leq X < 21$	$21 \leq X < 66$	$66 \leq X < 77$	$X \geq 77$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students above meets or exceeds expectations ( $\geq 70\%$ ) on the end-of-year exam				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

## GROUP E: COURSES WITH STAAR EOC (ONLY), CIRCLE, AP AND IB EXAMS

Group E includes courses with district-mandated academic assessment data. The assessments for these courses include the Biology and U.S. History STAAR EOC assessments, the CIRCLE assessment, and all AP and IB exams. Specific student achievement objectives for each assessment can be found below.

### CIRCLE ASSESSMENT

Student Achievement Objective 1: MOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students who meet or exceed their target growth goal from BOY to MOY.				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 13$	$13 \leq X < 72$	$72 \leq X < 98$	$98 \leq X < 100$	$X = 100$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students who meet or exceed their target growth goal from BOY to EOY.				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 60$	$60 \leq X < 75$	$75 \leq X < 80$	$80 \leq X < 95$	$X \geq 95$

## U.S. HISTORY

Student Achievement Objective 1: EOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students at or above Meets Grade Level on STAAR EOC US History				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 70$	$70 \leq X < 90$	$90 \leq X < 95$	$X \geq 95$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students at or above Masters Grade Level on STAAR EOC US History				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 20$	$20 \leq X < 40$	$40 \leq X < 65$	$65 \leq X < 85$	$X \geq 85$

## BIOLOGY

Student Achievement Objective 1: EOY Student Achievement Objective				
X = Individual teacher's assessment data – % of students at or above Meets Grade Level on STAAR EOC Biology				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 25$	$25 \leq X < 50$	$50 \leq X < 75$	$75 \leq X < 90$	$X \geq 90$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data –% of students at or above Masters Grade Level on STAAR EOC Biology				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 10$	$10 \leq X < 20$	$20 \leq X < 40$	$40 \leq X < 60$	$X \geq 80$

## COURSES WITH ADVANCED PLACEMENT (AP) EXAMS

Student Achievement Objective 1: EOY Student Achievement Objective				
X = Individual teacher's AP data percent of AP exams scoring at or above 3				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 20$	$20 \leq X < 40$	$40 \leq X < 60$	$60 \leq X < 80$	$X \geq 80$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data average AP exam score				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 1.5$	$1.5 \leq X < 2.5$	$2.5 \leq X < 3.5$	$3.5 \leq X < 4.0$	$X \geq 4.0$

### COURSES WITH INTERNATIONAL BACCALAUREATE (IB) EXAMS

Student Achievement Objective 1: EOY Student Achievement Objective				
X = Individual teacher's IB data percent of IB exams scoring at or above 4				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 20$	$20 \leq X < 40$	$40 \leq X < 60$	$60 \leq X < 80$	$X \geq 80$

Student Achievement Objective 2: EOY Student Achievement Objective				
X = Individual teacher's assessment data average IB exam score				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 2.0$	$2.0 \leq X < 3.0$	$3.0 \leq X < 5.0$	$5.0 \leq X < 6.0$	$X \geq 6.0$

### GROUP F: COURSES WITH STUDENT LEARNING OBJECTIVES (SLOS)

Note: The comprehensive list of SLO options will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.





## CHAPTER 3: PLANNING & PROFESSIONALISM

All teachers will engage in a middle-of-year and end-of-year assessment of their planning and professional practices. This component specifically explores how educators fulfill their professional duties, engage in continual reflection and enhancement of their practices, and adhere to the legal and ethical standards of their profession. In addition, the planning and internalization section explores if and how lessons are intentionally designed and/or internalized with clear objectives aligned to state standards, fostering meaningful student learning. Effective planning and internalization lead to a more effective lesson through fluid delivery, anticipation of misconceptions, and purposeful, aligned activities. The four indicators by which a teacher will be assessed are shown below; the total points a teacher may earn in each indicator towards their Summative Rating is also depicted.

Planning & Professionalism Indicators	Total Points Maximum toward Summative Rating
Planning: Lesson Planning & Internalization	4 points
Planning: Data Driven Planning	4 points
Professionalism: High Performance Culture	4 points
Professionalism: Professional Expectations	4 points
<b>ALL Components</b>	<b>16 points</b>

Planning & Professionalism	Rating Window	Total Points Maximum toward Summative Rating
Middle-of-Year	January 6 – January 30	0 points
End-of-Year	April 1 – May 15	16 points

You can access the full Planning & Professionalism rubric in **Appendix C**. **Note: The final rubric will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.**



## CHAPTER 4: ACTION PLAN

The Action Plan serves as a foundational tool for driving instructional and organizational improvement by outlining aligned goals and measurable indicators of success. It is developed through a comprehensive needs assessment and a root cause analysis, addressing areas of strength and growth identified on each campus.

Including the Action Plan in the Teacher Excellence System (TES) reinforces the shared accountability of teachers and campus leadership for the overall success of their school. By integrating the Action Plan into TES, we align individual teacher goals with campus-wide priorities, creating a unified focus on campus priorities and success. This ensures that teachers not only contribute to the success of their classrooms, but also play an active role in advancing the broader goals of their campus.

The expected collaboration with SDMCs further strengthens this approach by ensuring that the development and implementation of the Action Plan reflect the collective expertise and insights of the entire school community. The shared commitment embodied in the Action Plan component of TES and LEAD grounds HISD in a central tenet of fostering collective agency – the shared belief among all stakeholders (teachers, leaders, and staff) that their united efforts will lead to improved student outcomes.

The Action Plan makes up 5% of a teacher's evaluation (TES) and 15% of a principal's evaluation (LEAD).

### EVALUATION METRICS FOR ACTION PLANS

The metrics and scoring structure for the TES Action Plan component mirror the LEAD Action Plan framework to ensure consistency:

### Indicator Scoring Levels

- **15 points:** Indicator 100% accomplished
- **12 points:** Indicator 90–99% accomplished
- **10 points:** Indicator 80–89% accomplished
- **8 points:** Indicator 70–79% accomplished
- **6 points:** Indicator less than 70% accomplished

## SCORING OVERSIGHT AND EVALUATION PROCESS

Division Chiefs will oversee scoring for Action Plan. Executive Directors will assess the degree of difficulty to determine the overall rigor of the action plan as a whole and the degree of accomplishment of six key indicators identified collaboratively between teachers and appraisers. Initial drafts must be submitted by May 1, with adjustments allowed during summer revisions based on end-of-year data.

### Degree of Difficulty

Executive Director of Feeder will apply a “degree of difficulty coefficient” to the Action Plan as a whole. The degree of difficulty is used to determine the complexity and rigor of each school’s Action Plan. The table below defines the value assigned to each level of rigor.

Action Plan Rigor Level	Multiplication Coefficient
Low	0.8
Average	1.0
High	1.2

- Inflation Prevention
  - An Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100.
  - An Executive Director may only award an additional 40% of the schools a score between 70 and 85.

### Degree of Implementation

Success is measured by the degree of accomplishment of six key "indicators of success" identified in collaboration with evaluators. Principals and teachers will monitor progress throughout the year, collecting data artifacts to demonstrate implementation at year’s end.

#### Key Evaluation Guidelines:

- Each indicator receives up to 15 points, with every Action Plan starting at 10 points.
- The degree of difficulty coefficient as defined in the LEAD guidebook is applied to calculate the total score.
- Action Plan ratings are converted to 5 points as part of the overall TES evaluation score.





## CHAPTER 5: SUMMATIVE RATING & PERFORMANCE LEVEL

### SUMMATIVE RATING CALCULATION

The summative rating is a teacher's overall evaluation score. A teacher's summative rating is derived by adding the Quality of Instruction component score, the Student Achievement component score, the Planning and Professionalism rubric score, and the Action Plan component score. Since a teacher earns up to 45 points for Quality of Instruction, 35 points for Student Achievement, 15 points for Planning and Professionalism, and 5 points for the Action Plan, the summative rating is a cumulative score out of **100 points**.



### TARGETED DISTRIBUTION DETERMINING END-OF-YEAR PERFORMANCE LEVEL

Once a teacher's **summative evaluation rating** is calculated, the teacher's end-of-year **effectiveness level** can then be established. A teacher's performance level may fall into one of **seven effectiveness levels**. The following **effectiveness levels** will be assigned to a teacher based on their evaluation rating.

<b>Unsat</b>	<b>Prog. I</b>	<b>Prog. II</b>	<b>Prof. I</b>	<b>Prof. II</b>	<b>Exemp. I</b>	<b>Exemp. II</b>
<b>10 – 18</b>	<b>19 – 29</b>	<b>30 – 42</b>	<b>43 – 57</b>	<b>58 – 71</b>	<b>72 – 85</b>	<b>86 - 100</b>

\*Based on the actual results that all teachers within the District receive, the District will adjust the cut points outlined above before releasing summative scores based on the target distribution.

The summative rating is calculated annually based on the components. A teacher could earn a different summative rating every year. At the end of the first year of TES, the teacher will receive their first evaluation rating. That evaluation rating will also determine the teacher's effectiveness level. After the first year, the effectiveness level thereafter will be based on the average of the teacher's last two evaluation ratings. When the average of two evaluation ratings equates to a higher or lower effectiveness level, the teacher will then be moved to the appropriate level.

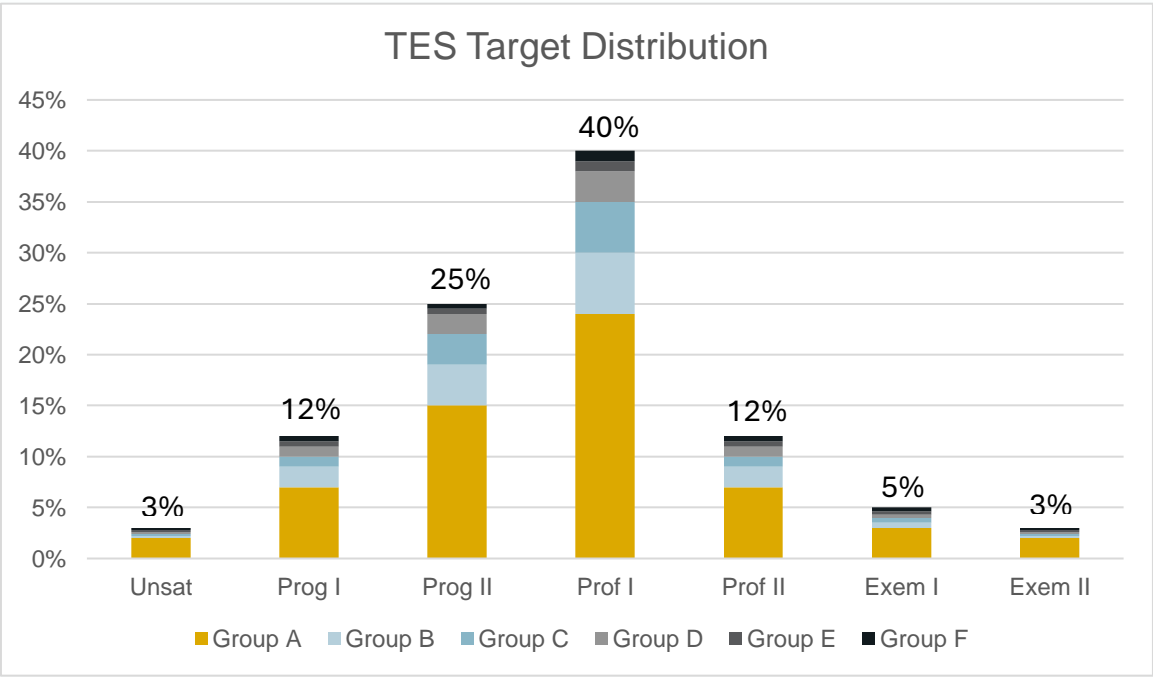
See example below:

<b>Year</b>	<b>Summative Evaluation Rating</b>	<b>Average of Prior 2 years</b>	<b>Effectiveness Level</b>
2025-2026	40	N/A	Progressing II
2026-2027	48	44	Proficient I
2027-2028	44	46	Proficient I
2028-2029	53	48.5	Proficient I
2029-2030	62	57.5	Proficient II

THE TARGET DISTRIBUTION

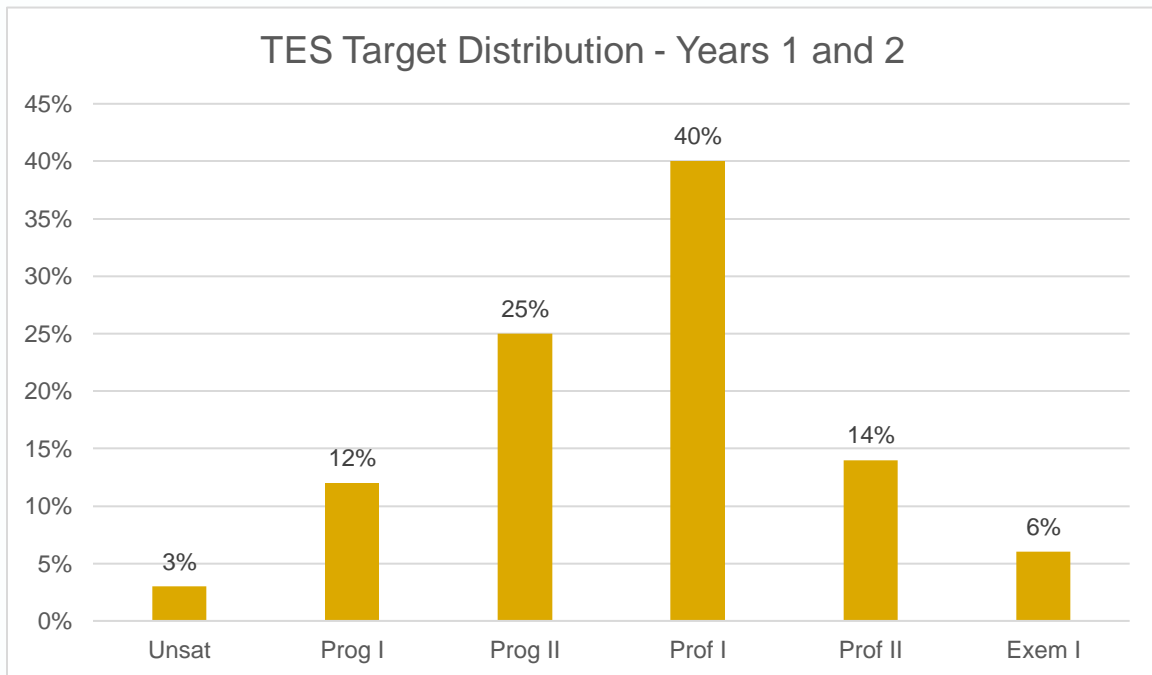
The evaluation system must give very similar chances of success for all teachers regardless of grade or discipline. The method of linking cut-points to a target distribution is an elegant solution to this problem of ensuring equal rigor across the system.

The chart below shows the target distribution for each teacher Group. Every group has the same target distribution. For example, 40% of Group A teachers will receive an effectiveness level of Proficient I. This is the same percentage of Proficient I teachers in each of the other categories.



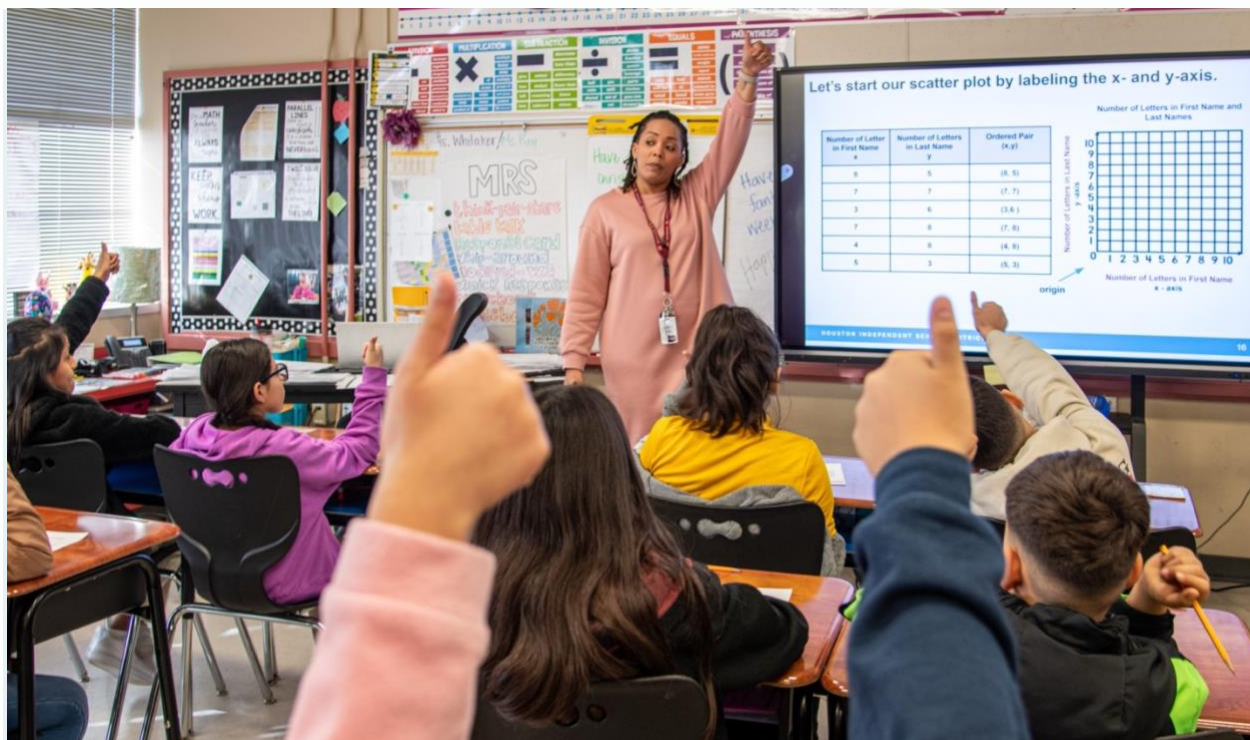
After establishing the target distribution, the district will then set the cut-points for the student achievement component and the final summative rating score for each evaluation component so that the actual distribution of teacher scores will approximate the target distribution. The district may adjust the initial cut-points after each evaluation cycle. Cut-point adjustment is necessary to ensure that not only are the assessments across grades and disciplines similarly rigorous, but they are also correlated with the state and national assessments. Cut-point adjustment will also ensure that no evaluation component is “too easy” or “too hard” relative to the other factors of effective teaching. This process is key to making the entire evaluation system more fair, accurate, and valid.

For the first two years of TES, teachers will not be evaluated for the Exemplary II effectiveness level. Thus, we will use the following target distribution for the first two years.



A teacher's overall effectiveness is calculated from the points earned from student achievement, quality of instruction, planning and professionalism, and the school action plan. Once each teacher's total effectiveness score is calculated, a targeted distribution is run across each group to determine cut-points for the final effectiveness level.





## CHAPTER 6: DISTINGUISHED TEACHER REVIEW (DTR)

The minimum goal for every teacher should be to be an effective classroom teacher. Thus, they should seek to earn an evaluation rating of “Proficient II” or higher. Clearly, the ability to raise student achievement and deliver quality instruction are the two most important factors in the HISD evaluation system. Still, there are other factors such as “contributions to the profession” and “teacher leadership” that the system highly values and thus should assess.

The **Distinguished Teacher Review (DTR)** process within the Teacher Excellence System (TES) recognizes exceptional educators who demonstrate outstanding contributions in **Leadership, Lifelong Learning, Student Impact, and Contributions to the Profession**. Teachers who earn the Distinguished designation gain access to higher effectiveness levels, and thus increased compensation, additional district leadership and influence opportunities, and recognition for their impact.

## WHY DTR MATTERS

HISD is committed to elevating the teaching profession by identifying and rewarding those who go above and beyond. The DTR process ensures teachers are supported, recognized, and celebrated for their commitment to their schools, students, and the broader profession.

Distinguished						
Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10 – 18	19 – 29	30 – 42	43 – 57	58 – 71	72 – 85	86 - 100

## HOW TO BECOME A HISD DISTINGUISHED TEACHER

Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. In order to attain a distinguished effectiveness level (Proficient II, Exemplary I, or Exemplary II), a teacher must qualify for and undergo an additional Distinguished Teacher Review (DTR). To qualify for DTR, a teacher must have an achievement score in the top 30% of all teachers in their division AND have a quality of instruction score in the top 30% of all teachers in their division. The teacher must also have the recommendation of their principal.

The Distinguished Teacher Reviews will take place in March, April, and May of each year. A teacher will receive a preliminary score for the quality of instruction component in the beginning of March. This will consist of an average of their September, October, November, January, and February average monthly spots. Since the teacher will not have a final achievement score, a teacher is eligible for review if they are in the top 30% of instruction AND the MOY achievement score is in the top 30% of all teachers in the division, the final achievement score from the prior year is in the top 30% of all teachers in the division, or the teacher does not have a MOY achievement score (e.g., Group E AP teachers). If the teacher's final quality of instruction or achievement score is not in the top 30% of all teachers, their final evaluation rating will not include any additional points for the DTR.

A teacher may not earn an effectiveness level of Proficient II, Exemplary I, or Exemplary II if they do not undergo a Distinguished Teacher Review regardless of their evaluation rating.

A teacher may receive up to 20 points in the DTR process. These points are added to the teacher's evaluation rating. So, the total points possible for a teacher undergoing a DTR is 120 compared to 100 for those teachers who are ineligible for a review or do not want to go through a review.

## Application Process

Eligible teachers will be invited to apply for DTR by early March. The process includes:

1. **Submission of a one-page statement and/or additional portfolio artifacts** (no more than five additional pages per portfolio). This statement must be one-sided, with 12-inch font, and standard margins. The additional portfolio can only consist of evidence of items discussed in the one-page statement. The one-page statement and/or additional artifacts should highlight the following:
  - **Leadership:** Examples include mentoring, leading initiatives, or building a positive school culture.
  - **Lifelong Learning:** Documentation of professional development, certifications, or innovative practices.
  - **Contributions to the Profession:** Involvement in curriculum design, trackers, presenting at conferences, or collaborating on district projects.
2. **Participating in the EOY Student Survey:** If teaching 3<sup>rd</sup>-12<sup>th</sup>, the teacher's EOY Student Survey results will be submitted to the DTR Evaluation Committee by Panorama. Please see Chapter 8 for more information on Student survey.
3. **Review and Evaluation:**
  - Applications will be reviewed by a trained and calibrated DTR Evaluation Committee using a standardized rubric to ensure fairness and consistency. Please see **Appendix D** for the rubric. **Note: The final DTR rubric will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.**
4. **Scoring:**
  - Points are allocated based on the strength of evidence in each category, ensuring that teachers demonstrate excellence across all four areas. A candidate may receive up to 20 points and 5 points for each component:

*If teaching grades 3-12:*

DTR Attribute	Maximum Points
Campus Leadership	5
Lifelong Learning	5
Contributions to the Profession	5
Student Survey	5
<b>TOTAL</b>	<b>20</b>

*If teaching grades PreK-2:*

DTR Attribute	Maximum Points
Campus Leadership	7
Lifelong Learning	7
Contributions to the Profession	6
<b>TOTAL</b>	<b>20</b>

### Reapplication Rules

Teachers may maintain their DTR designation and additional points for up to two years without reapplying, provided they continue to meet eligibility requirements. After two years, reapplication is required.

### DTR BENEFITS

Teachers who earn the Distinguished designation receive:

- **Higher Compensation:** Access to increased salary tiers in recognition of their excellence.
- **Leadership Opportunities:** Eligibility to mentor colleagues, lead professional development, or participate in district initiatives.
- **District Recognition:** Celebration through formal district events and internal communications.

This comprehensive process ensures fairness, transparency, and recognition of HISD educators who exemplify excellence in teaching.



## CHAPTER 7: TES EVALUATOR CERTIFICATION PROCESS

We believe teachers are the catalyst of change, making the greatest impact in the classroom and shaping the success of their students. At the heart of the Teacher Excellence System (TES) lies our unwavering commitment to fairness, consistency, and growth. Evaluating teachers is not just a procedural task; it is a profound responsibility that impacts the lives of students, the professional development of educators, and the overall culture of excellence within our schools. HISD believes that every teacher deserves a thoughtful, accurate, and supportive evaluation conducted by certified evaluators who are thoroughly trained and deeply aligned with our district's core values.

HISD has prioritized the development of a robust evaluator certification process. This process ensures evaluators are equipped with the skills, knowledge, and tools necessary to deliver precise, actionable feedback that fosters growth and reflects the high standards of our district. Certification is not just a one-time event but an ongoing journey of refinement and learning, echoing our dedication to the professional excellence of all educators.

Evaluators (principals, assistant principals, and in special circumstances, additional campus administrators) will undergo comprehensive training to ensure mastery of TES evaluation criteria, calibration with the spot form, and ability to provide constructive, growth-oriented feedback to teachers. Evaluators will then demonstrate their knowledge and skills by passing a TES Evaluator



Certification. Certification is required for all evaluators. Certification is also required to be an Executive Director of Instruction.

The certification process will be built by a cross-functional TES Certification Team. This team will be comprised of members of the Schools and Leadership Office, Office of Academics, and division leaders.

## CERTIFICATION PROCESS

### Step 1: Initial Training

In June and/or July, all TES evaluators (Principals, APs, and in special circumstances, additional campus administrators) will participate in training on a) spot calibration and high-quality instruction, and b) Planning & Professionalism rubric calibration. This training will ensure that TES evaluators are aligned with HISD's expectations for high-quality instruction, lesson internalization and planning, and professionalism.

### Step 2: Assessment

TES evaluators will then take an online calibration assessment to determine their rater effectiveness when using the spot form and the Planning and Professionalism Rubric. Rater effectiveness will be assessed by section of the spot form and overall total points assigned.

To pass the calibration assessment, two criteria must be met -

- **Spot:** Evaluators will be asked to watch multiple classroom observation videos and rate each classroom independently using the spot form. Evaluators will be asked to provide scores per section of the spot form as well as scores overall. The evaluators will be considered "calibrated" if:
  - They differ from the TES Certification Team's score by no more than 1 point on average in each section of the spot form (e.g., Planning, Engage and Deliver) across all classroom videos.
  - They differ from the TES Calibration Team's score by no more than 2 points on any one observation (e.g., total score out of 15 cannot differ by more than 2 for any one video).
  - They differ from the TES Calibration Team's score on any one observation (e.g., total out of 15) by no more than 1.5 points on average across all classroom observation videos in the assessment.
- **Planning & Professionalism:** Evaluators will be given two teacher case studies and must score each teacher on the Planning & Professionalism rubric. The appraiser will be considered "calibrated" if out of the two reviews, they differ from the TES Certification Team's score by no more than 1 point each on each of the four dimensions of the rubric and the average score differs by no more than 1.5.

If an evaluator fails one or both of the tasks, they may retake the assessment for the task(s) that they failed. If the evaluator fails an assessment task three times in a row, they will not be able to

evaluate teachers for a semester until they will have an opportunity to reassess at midyear. These administrators may be removed from their position, or the District may end their employment. The Division Chief will make the decision that is in the best interest of the District and school.

### Step 3: Continued Training and Assessment

Certified evaluators will continue to receive professional development, including regular training on best practices, addressing challenges, and participating in recalibration exercises to maintain consistency and fidelity. To ensure the highest quality of evaluations, HISD will provide ongoing monitoring and support through regular observations by Executive Directors and access to additional resources.

Additionally, all certified evaluators must maintain their certification. As part of Principal and AP training in December or January, they will take a reassessment with two spot observations. Once again, they will be considered “calibrated” if out of the two spots, they differ from the TES Certification Team’s score by no more than 2 points on each of the two spot observations and the average score differs by no more than 1.5. If an evaluator fails the spot observation recalibration task, they must retake the assessment within two weeks. If the evaluator fails the assessment task three times in a row, they will not be able to evaluate teachers second semester, and the same employment or position changes described above may occur.

If an evaluator has remained certified for two consecutive years, they will no longer need to participate in the midyear re-certification. All evaluators must be re-certified annually, however.

See visual representation of timeline below:

Example TES Evaluator Certification Timeline			
School Year	BOY (Initial Certification)	MOY (Midyear Re-certification)	Note
25-26	Required	Required	All evaluators must complete certification
26-27	Required	Required	All evaluators must complete certification
27-28	Required	*Not required	*Evaluators TES certified for 2 consecutive years are exempt from MOY certification
28-29	Required	*Not required	*Evaluators TES certified for 2 consecutive years are exempt from MOY certification

By implementing this rigorous evaluator certification process, HISD ensures that teacher evaluations are conducted with the highest standards of accuracy, fairness, and professionalism. This commitment not only supports the continuous improvement of teaching practices, but also reinforces the district's dedication to fostering a high-performance culture.



## CHAPTER 8: STUDENT SURVEY

Student surveys will NOT be integrated into the main framework of TES. HISD has committed to utilizing teacher and leader voice to guide this process, and a majority of SDMCs did not vote to include student survey. We will honor this decision.

Student survey data will be used as part of the opt-in Distinguished Teacher application for teachers who teach grades 3-12. The option will be also provided for other teachers to opt-in to student survey if principals and teachers agree via SDMC recommendation, but student survey is not a requirement at HISD. Data from the student survey can be used by teachers and leaders to improve student experience. This is in line with HISD's commitment to fostering collaborative, student-centered learning environments.

To summarize, below are key guidelines for student surveys:

1. **Optional Participation:** Principals will have the ability to opt their entire campus or a subset of teachers at their campus into the student survey process for formative, non-evaluative purposes. This must be agreed upon for each campus at the SDMC level. Student survey results will not be integrated into the main Teacher Excellence System (TES) evaluation framework. Instead, this feedback will provide valuable insights for teachers and campus leaders to enhance the student experience.

2. **Distinguished Teacher Role (DTR) Applicants:** Teachers of grades 3-12 who apply for the Distinguished Teacher Role (DTR) must include student survey data as part of the application process. Student survey data will account for 5 of the 20 additional DTR points. See Chapter 6 for detailed information on DTR.

## STUDENT SURVEY OVERVIEW

Student surveys provide a unique perspective on the classroom environment and teacher-student interactions. The rationale for student surveys includes:

1. **Insight into Classroom Experience**  
Students spend the most time with their teachers and are uniquely positioned to provide feedback on factors like classroom engagement, teacher clarity, fairness, and the use of effective teaching strategies. This feedback complements other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations.
2. **Research-Based Practice**  
The Measure of Effective Teaching study shows that student surveys are strong, reliable predictors of teaching effectiveness when designed and implemented properly. They provide consistent data that correlates with improved student outcomes and teacher performance.
3. **Promoting Teacher Growth**  
Feedback from students helps teachers identify strengths and areas for improvement. This fosters a growth mindset and encourages reflective practices that contribute to professional development and enhanced instructional quality.
4. **Equity and Inclusivity**  
Student surveys empower students by giving them a voice in their educational experience. This inclusive approach values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.

## STUDENT SURVEY ADMINISTRATION

### Survey Content:

Surveys will include questions aligned with key domains of teaching effectiveness, such as:

- Classroom Climate
- Classroom Student Teacher Relationships
- Pedagogical Effectiveness
- Classroom Rigorous Expectations
- Classroom Engagement

See [here](#) for more survey research and list of questions.

### Administration:

To ensure fairness and equity in the administration of student surveys for those who participate,



we have taken deliberate steps to address the diverse needs of HISD students. The survey will be provided in HISD's top languages, supporting accessibility for students whose primary language is not English. The survey can be read aloud to support understanding and equitable participation. Additionally, accommodations will be available for students. To further uphold the integrity of the survey process, it will not be administered by the student's teacher of record. This approach minimizes potential biases and ensures that students feel comfortable providing honest feedback.

**Methodologies:**

Student responses will remain confidential to encourage honest and thoughtful feedback. Results will be aggregated and anonymized before being shared with teachers and leaders.



## CHAPTER 9: CONFERENCES

Teachers will receive various forms of coaching and support throughout the school year. These include the Beginning-of-Year (BOY) Conference, Mid-Year (MOY) Conference, and End-of-Year (EOY) Conference. In addition to these structured meetings, teachers will also have opportunities for one-on-one (1:1) conferences with their evaluator and are expected to actively participate in Professional Learning Communities (PLCs).

### BEGINNING-OF-YEAR (BOY) CONFERENCE

The Beginning-of-Year (BOY) Conference is a valuable opportunity for teachers and evaluators to connect and collaborate on several key topics. This conference is designed to:

- Review incoming student cohort data.
- Discuss teacher professional goals and development.
- Delve into the HISD teacher evaluation system.
- Establish clear expectations and norms between the teacher and evaluator.

### PURPOSE OF THE BOY CONFERENCE

Think of the BOY Conference as the starting point for a productive year of teaching and evaluation. It sets a strong foundation for the relationship between teachers and evaluators, ensuring both parties are aligned and prepared to support each other throughout the school year.

## FOCUS AREAS DURING THE BOY CONFERENCE

1. **Teacher Goals and Professional Development:**
  - Teachers will outline their goals for the 25-26 school year.
2. **Student Achievement and Growth:**
  - Engage in discussions about student achievement metrics.
  - Understand how these metrics will be used to assess performance in the Student Achievement component of the evaluation.

## OBJECTIVES OF THE BOY CONFERENCE

The BOY Conference is designed to help teachers:

- Reflect on their current teaching practices.
- Set professional growth objectives.
- Develop a plan to achieve these goals.
- Monitor progress throughout the year.

This involves:

- Applying new knowledge.
- Evaluating professional practices.
- Receiving feedback through both formative and summative evaluations.
- Addressing students' academic and social-emotional needs.

## ULTIMATE AIM

The ultimate aim of the BOY Conference is to enhance instructional effectiveness. This is crucial for meeting students' needs and improving both teacher and student performance. By the end of the BOY Conference, teachers and evaluators will have a clear and actionable plan for the year, fostering a collaborative and supportive environment aimed at achieving excellence in education.

## MIDDLE-OF-YEAR CONFERENCE

The Mid-Year (MOY) Conference is a crucial check-in point for teachers and their evaluators. This meeting provides an opportunity for a comprehensive review and reflection on the progress made so far this year. Here's what you can expect during the MOY Conference:

## PURPOSE OF THE MOY CONFERENCE

The MOY Conference is designed to be a supportive and collaborative process. It offers a chance to celebrate your achievements, address any challenges, and plan for continued growth. Your active participation and honest reflection are key to making this a valuable experience.

## FOCUS AREAS DURING THE MOY CONFERENCE

1. **Review of Quality of Instruction Data:**
  - You and your evaluator will review your monthly Spot Observation data from October through January.
  - This reflection on your instructional practices will help identify strengths and areas for growth.

- You will understand how you perform relative to other teachers in HISD.
- 2. **Review MOY Achievement Data:**
  - You and your evaluator will review your MOY Student Achievement data.
  - This reflection on your student impact will allow for a direct connection between quality of instruction and student outcomes.
  - You will understand how you perform relative to other teachers in HISD.
- 3. **Progress Towards Additional Goals:**
  - Discuss the goals you set at the beginning of the year.
  - Evaluate the progress you've made towards achieving these goals and identify any challenges you've faced.
  - Consider strategies to help you stay on track or adjust your goals as needed.
- 4. **Planning & Professionalism Ratings:**
  - Your Planning and Professionalism self-evaluation will be reviewed along with any artifacts submitted.
  - Your evaluator will provide feedback on-Planning & Professionalism.

## OBJECTIVES OF THE MOY CONFERENCE

The objectives of the MOY Conference include:

- Reflecting on your current instructional practices.
- Evaluating progress towards professional growth objectives.
- Evaluating progress towards growth in lesson planning.
- Identifying areas for improvement and developing strategies to address them.
- Monitoring student progress and adjusting instructional strategies as needed.
- Understanding your MOY performance relative to other teachers in the district.

## ULTIMATE AIM

The ultimate aim of the MOY Conference is to support and enhance your instructional effectiveness. This is crucial for meeting students' needs and improving both teacher and student performance.

By the end of the MOY Conference, you and your evaluator will have a clear understanding of your progress and a plan for continued growth, fostering a collaborative and supportive environment aimed at achieving excellence in education.

## END-OF-YEAR CONFERENCE

The End-of-Year (EOY) Conference is a comprehensive review of a teacher's performance throughout the school year. This meeting is crucial for summarizing progress, evaluating achievements, and setting the stage for future growth. Here's what you can expect during the EOY Conference:

## PURPOSE OF THE EOY CONFERENCE

The EOY Conference is designed to be a comprehensive and reflective process. It offers an opportunity to:

- Celebrate your achievements and recognize areas of excellence.
- Address any remaining challenges and develop strategies for future improvement.
- Summarize your professional growth and performance over the entire school year.

## FOCUS AREAS DURING THE EOY CONFERENCE

### 1. **Cumulative Review of Performance:**

- You and your evaluator will conduct a review of your performance across all components of your professional practice.
- This includes reflecting on your teaching practices, student achievement, and professional growth throughout the year.

### 2. **Progress Towards Goals:**

- Discuss the goals you set at the beginning of the year and reviewed during the MOY Conference.
- Evaluate the extent to which you have achieved these goals, including successes and challenges faced.
- Review student achievement data, including end-of-year metrics if possible, to assess overall progress and outcomes.

### 3. **Formal Evaluative Planning & Professionalism Ratings:**

- Your evaluator will provide a formal and evaluative rating for Planning & Professionalism
- This rating will be a key component of your summative end-of-year evaluation, impacting your overall performance rating.
- The feedback will highlight areas of strength and opportunities for improvement.

## OBJECTIVES OF THE EOY CONFERENCE

The objectives of the EOY Conference include:

- Conducting a detailed review of your teaching practices and professional growth.
- Evaluating progress towards set goals and student achievement outcomes.
- Providing formal feedback and ratings for planning and professionalism, contributing to your summative evaluation.
- Planning for future professional development and setting new goals for the next school year.

## ULTIMATE AIM

The ultimate aim of the EOY Conference is to provide a comprehensive evaluation of your instructional effectiveness and professional growth. This is crucial for meeting students' needs, enhancing teaching practices, and improving both teacher and student performance.

By the end of the EOY Conference, you and your evaluator will have a complete understanding of your performance over the year. This process will help in setting a clear path for continued professional development and achieving excellence in education for the upcoming school year.





## CHAPTER 10: TEACHER APPEAL PROCESS

If you have concerns about your evaluation, it's important to discuss them with your evaluator, principal, or another appropriate administrator. The following steps outline what you can do if you disagree with your spot observation score, Formal Observation, Planning & Professionalism rating, or a larger holistic concern.

### Step 1: Discuss with Your Evaluator

- Begin by having a conversation with your evaluator to share your concerns and seek clarification. Ensure you have documentation that this conversation occurred.
- If needed, you may also request a meeting with your evaluator and principal together to address your concerns. In the event that your evaluator is also your principal, you may request to have your Executive Director of Instruction present at the meeting.

### Step 2: Submit a Written Review Request

- If you still have concerns after speaking with your evaluator and/or principal, you can submit a written review request via email within 10 working days of discussion with your evaluator to the campus Executive Director of Instruction or Senior Executive Director of Instruction. Attach the following supporting documentation: a) evidence the discussion

with your evaluator (Step 1) has occurred, and b) information to help your EDI/SEDI understand the specificities of the situation.

- Your EDI/SEDI must respond within 10 working days with a resolution. This resolution may be a change in score (e.g., change in Planning & Professionalism Rating) or a re-evaluation (e.g., replacement spot), or another solution that the EDI has normed on with their Division Chief. If your principal or EDI decides a new score/rating is merited, the new score/rating will completely replace the old score/rating.
- Submitting a written review request is not considered a grievance.

When you complete these two steps, you are finished with the teacher appeal process.

# APPENDIX A: TEACHER EVALUATION POLICIES & PROCEDURES

## TEACHER ELIGIBILITY

In all cases, our policy on eligibility reflects a desire to balance what is best for the teacher, upholding the integrity of teacher evaluation at HISD, and ensuring equity and consistency in evaluation expectations through HISD. While most teachers at HISD will be evaluated within our TES framework, there are some basic requirements to be eligible for an annual evaluation on HISD's Teacher Evaluation TES System.

For an employee to be eligible for evaluation under HISD's TES Teacher Evaluation System, the individual must be employed as and compensated in a teaching role for:

- 50% or more of the day for a minimum of 180 days; or
- 100% of the day for a minimum of 90 days, **or** the equivalent of one semester.

HISD does not limit teacher evaluation eligibility to teachers of record. Support teachers such as (and not limited to) interventionists, special education inclusion teachers, and dyslexia teachers are all evaluated under HISD's teacher evaluation system. Teachers of any course, in any grade level, are eligible for evaluation on TES. Qualification for TES is dependent upon an employee's Public Education Information Management System (PEIMS) code; **all** teachers at HISD share an **087** PEIMS Role ID, and as such, any individual with an 087 PEIMS Role ID is evaluated under the TES teacher evaluation system.

The following teacher-like roles are evaluated using HISD's Non-Instructional Evaluation System (NIES) and thus are excluded from TES evaluation:

- Special Education Aide
- Teaching Assistant
- Student Teacher
- Teacher Fellow
- Learning Coach
- Part-Time Teacher (less than 50%)

TES evaluation eligibility can **only** be determined by the Performance Management and Human Resources Teams stationed at Central Office. Campuses and divisions do not have discretion to determine which evaluation system should be used for teachers on their campus. Any questions about eligibility should be sent to the Executive Director of Performance Management.

## TEACHER ABSENCES AND TES END-OF-YEAR SUMMATIVE RATING

Teachers must qualify for a creditable year of service to be eligible for a summative end-of-year rating. For the 2024-2025 school year, this means a teacher working full-time (100% full-time

employee) must report to work for a minimum of **90 days** to maintain summative rating eligibility. A teacher working part-time (50% full-time employee) must report to work for a minimum of **180 days** to qualify for an end-of-year summative rating. Ineligibility for the end-of-year summative rating does not exclude a teacher from engaging in coaching, observations, conferences, and other evaluative and non-evaluative components of TES.

## LATE HIRES

The teacher Late Hire Policy outlines the evaluation process for teachers hired after the first day of instruction. Teachers will receive TES Teacher Evaluation Training provided twice a month by the Performance Management Team, signup in OneSource. Teachers who are hired on or before **January 31, 2026** will qualify for an end-of-year summative rating. Teachers hired on **February 1, 2026 and later** will not be eligible for an end-of-year summative rating. If a teacher is hired on or after February 1<sup>st</sup>, the teacher is expected to engage in coaching, observations, conferences, and other evaluative and non-evaluative components of TES.

## TEACHER FMLA, DISABILITY, AND EVALUATION

The Family and Medical Leave (FML) or protected leave policy ensures teachers' rights to take necessary leave for qualified medical and family reasons without risking their employment status. Teachers must follow the district's process for requesting and documenting leave, including providing required documentation to their supervisor or Human Resources department.

While a teacher is on Full Leave, all evaluation expectations will be paused; the teacher shall not engage in any conferences or observations. Upon their return to active-duty status, a teacher who was on Full Leave will engage in all teacher evaluation system expectations. Teachers who are on Partial or Intermittent Leave will continue to participate in all teacher evaluation processes and expectations while Partial or Intermittent Leave is active; the teacher's evaluator should plan around the partial leave to ensure that observations and conferences are conducted.

Teachers on extended leave should refer to the section titled **Teacher Absences and TES End-of-Year Summative Rating** to learn more about qualification for the end-of-year summative rating. Based on the length of time of a teacher's Leave, the teacher may not be eligible for the end-of-year summative rating and any performance incentives connected with that rating.

## MILITARY LEAVE, POLITICAL LEAVE, DEVELOPMENTAL LEAVE

Teachers who are on Military Leave, Political Leave, or Developmental Leave will not engage in any evaluation actions until their return to active-duty status. While a teacher is on Full Leave, all evaluation expectations will be paused; the teacher shall not engage in any conferences or observations. Upon their return to active-duty status, a teacher who was on Full Leave will engage in all teacher evaluation system expectations.

Teachers on extended leave should refer to the section titled **Teacher Absences and TES End-of-Year Summative Rating** to learn more about qualification for the end-of-year

summative rating vs. a modified evaluation. Based on the length of time of a teacher's Leave, the teacher may qualify for either the end-of-year summative rating or a modified evaluation.

## TRANSFERS AND EVALUATION

Within a school year, teachers may transfer between teaching positions or even transfer between campuses within HISD. A teacher's evaluation at HISD will follow them throughout the entirety of the school year, regardless of campus transfer status. If a teacher transfers from one campus to another, the teacher's previous evaluations conducted at their former campus will still apply to the teacher's Summative Evaluation Rating. Additionally, a teacher transferring from one teaching position to another (ex: 6<sup>th</sup> Grade Science Teacher to 7<sup>th</sup> Grade Science Teacher) will see all evaluation touchpoints and data follow them into their new position.

In addition, when a teacher is transferred between teaching positions or between campuses within HISD, there could potentially be an impact on the middle of year student achievement score. A transfer to a new position or a new campus may result in teacher's not having students on their rosters for 60 days. When this occurs, a teacher would not receive a middle of year student achievement score, but rather would receive 100% of their student achievement from their end of year student achievement data. In the case in which a teacher has students on their roster for 60 days at the first teaching assignment and does not have students for 60 days at the new assignment, the student achievement data would include the roster of students from the first teaching assignment in which the teacher taught the students for 60 days.

## TEACHERS ON REASSIGNMENT

Teachers who are reassigned will have all evaluation processes ceased during their reassignment. Like teachers on extended leave, teachers who are on long-term reassignment may not qualify for the end-of-year summative rating and may instead qualify for a modified evaluation. More information can be found in the section titled **Teacher Absences and TES End-of-Year Summative Rating**.

## WAIVERS AND TEACHER EVALUATION

HISD believes all students deserve access to high-quality instruction; our way of guaranteeing this for our students is to ensure all teachers engage in observation, analysis, and reflection of their teaching practice through a rigorous evaluation system. HISD also believes teacher evaluations should be an integral part of any district system, connected to professional development, continuous improvement, recruitment and retention, and the development of a high-performance culture. Because of these unwavering beliefs, **all HISD teachers will be appraised by HISD's TES Teacher Evaluation System in the 25-26 school year.**

## TEACHER EVALUATOR ASSIGNMENT

All teachers will be assigned a **Primary Evaluator**. A teacher's Primary Evaluator is responsible for meeting all minimum evaluation requirements, including monthly spot observations, BOY/MOY/EOY Conferences, and the on-the-spot coaching. A teacher will also have assigned to them a **Secondary Evaluator**. This Secondary Evaluator will serve as an additional layer of support for the teacher and will also step in as the teacher's Primary Evaluator should the



assigned Primary Evaluator take leave or depart the District (see **Teacher Evaluator Vacancies or FML** for more information). In most cases, a teacher's Secondary Evaluator will be their Principal. In the chance a teacher's Primary Evaluator is the Principal, then the Principal may delegate a credentialed and qualified Teacher Evaluator of their choosing to act as the teacher's Secondary Evaluator. For teachers who have split responsibilities between two campuses, their Primary and Secondary Evaluators may be located at one or both campuses at which they serve.

Both the Primary and Secondary Evaluator may conduct spot observations of the teacher's practice, and the scores from those spot observations will contribute towards a teacher's monthly spot score. In alignment with HISD policy, only the **first** spot observation conducted by a Primary or Secondary Evaluator in one instructional day will be credited towards that teacher's monthly average (see **Multiple Observations in One Day** for more information). While both the Primary and Secondary Evaluator may both conduct observations of a teacher in one instructional day, only the first spot recorded by either Evaluator will be captured for evaluation purposes.

## TEACHER EVALUATOR VACANCIES OR FML

Should a Primary Evaluator take a prolonged Leave of Absence, the Secondary Evaluator shall assume all Primary Evaluator evaluation and coaching responsibilities until the return of the Primary Evaluator. A Teacher Evaluator Leave or vacancy shall not disrupt the support and evaluation a teacher receives. Should a teacher's Primary Evaluator be unable to engage in their evaluation duties and responsibilities, the teacher should expect a written memo documenting this shift, issued by the teacher's Secondary Evaluator or Principal.

## MULTIPLE OBSERVATIONS IN ONE DAY

The purpose of observation is to assess the effectiveness of instructional practice, and to provide coaching, both on-the-spot and during post-observation conferences, to develop a teacher's instructional skill. A teacher's instructional practice may be observed multiple times in one instructional day, or even one instructional period. Because of this, HISD's policy dictates that only **first** scored spot observation conducted during an instructional day may be credited towards a teacher's monthly average. Once an evaluator conducts and records a spot observation in the HISD evaluation platform, the evaluator will no longer be able to record a scored second spot observation that day. This does not preclude the evaluator from conducting multiple observations of the teacher's instructional practice; however, this does prevent multiple scored observations from the same instructional day factoring into a teacher's monthly spot observation average.

## MISSED APPRAISAL DEADLINES

Per Board Policy DN(LOCAL), "In the event an appraisal deadline is missed by either the employee or appraiser, the appraiser shall document the reason in a memorandum to the employee and a copy shall be sent to the appraiser's manager. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document."



In all instances of missed appraisal deadlines, the teacher evaluator shall submit to the teacher a memo documenting the missed appraisal deadline, the reason for missing the deadline, and the teacher evaluator shall copy their own manager in the memo.

For more information about Summative Rating ineligibility, please refer to the section titled **Summative Rating Ineligibility**.

## **SUMMATIVE RATING INELIGIBILITY**

Teachers who are ineligible for an end-of-year summative rating due to days worked, late hire status, missed appraisals, or any other factor *shall not* be entitled to performance incentives tied to the Summative Rating. Additionally, teacher employment status shall still be considered, and employment actions shall still be taken in the absence of a Summative Rating.

## APPENDIX B: STUDENT ACHIEVEMENT POLICIES & PROCEDURES

### TESTING LANGUAGE AND EVALUATION

All campuses shall follow the testing language expectations set by the district. If teachers or campuses do not adhere to district testing language expectations, student achievement data will be credited as **0 points** towards the teacher's (and LEADer's) student achievement component of their evaluation.

### TESTING WINDOWS AND EVALUATION

Only student achievement data captured within the District-defined testing windows will be used for evaluation purposes. Testing windows are subject to change pending changes to the district testing calendar, student calendar, or Roster Verification schedule. They may also change due to other procedural changes or inclement weather days that occur during the school year. For extenuating circumstances and with prior approval only, a campus's student achievement data collected outside of the testing window may be considered for evaluation purposes.

## APPENDIX C: PLANNING & PROFESSIONALISM RUBRIC

Note: The final Planning & Professionalism rubric will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.

## APPENDIX D: DTR RUBRIC

Note: The final DTR rubric will be reviewed by teacher focus groups and SDMCs, and a final recommendation from the DAC will be included in the draft of TES submitted to the Board for adoption.

# APPENDIX E: SPOT FORM

SY24-25 Core HISD Spot Observation Form - Dec 2024 Update						
Teacher:						
Campus:			Date:			
Grade level:			Time:			
Observer:			Content:			
				Circle # of points earned:		
<b>PLANNING</b>						
Students have a clear lesson objective. Lesson delivery, materials, and activities are aligned to the objective and to state standards. Teacher demonstrates strong evidence of lesson internalization (some examples include, but are not limited to, obvious knowledge of the slides or materials, fluid delivery, anticipated misconceptions, purposeful plans for at-bats, rigorous questioning aligned to objective). <i>Teacher questioning engages students in complex, higher order thinking and problem-solving.</i>	Demonstrated at an unsatisfactory level		0 pts.			
	Partially demonstrated as written		1 pt.			
	Demonstrated as an exemplar of written		2 pts.			
<b>ENGAGE &amp; DELIVER</b>						
Instruction is on or above grade level, rigorous, and delivered in a way to maximize understanding. Teacher provides student with multiple opportunities to practice skills aligned to the objective. Lesson is paced so that all students are actively learning. Lesson promotes productive struggle; all students engage in meaningful, challenging, real-world content independently or with their peers through listening, speaking, reading, writing, and/or thinking. Teacher utilizes visuals, sentence stems, gestures, and/or other supports for all students and special populations.	Demonstrated at an unsatisfactory level		1 pt.			
	Partially demonstrated as written		2-3 pts.			
	Mostly demonstrated as written		4-5 pts.			
	Demonstrated as an exemplar of written		6 pts.			
<b>MONITOR &amp; ADJUST</b>						
Teacher monitors student progress throughout the lesson, utilizes student answers to reinforce key ideas, and adjusts accordingly based on collected data. Teacher scaffolds instruction proactively and in response to student misunderstanding as needed. Teacher differentiates instruction based on student needs.	Demonstrated at an unsatisfactory level		1 pt.			
	Partially demonstrated as written		2 pts.			
	Mostly demonstrated as written		3 pts.			
	Demonstrated as an exemplar of written		4 pts.			
<b>REINFORCE &amp; REDIRECT</b>						
The teacher reinforces positive behaviors and/or intercepts misbehavior without disruption to lesson momentum.	Demonstrated at an unsat. or partial level		0 pt.			
	Mostly demonstrated as written		1 pt.			
<b>LEARNING ENVIRONMENT</b>						
The classroom is inviting, safe, and respectful to support student learning and positive interactions. Transitions and routines support an organized environment that allows for maximized instructional time.	Demonstrated at an unsatisfactory level		0 pt.			
	Partially demonstrated as written		1 pt.			
	Demonstrated as an exemplar of written		2 pts.			
			<b>Total Points</b>			
Praise:						
Polish:						
Question:						
<b>Proficiency Level</b>						
0-4	5-6	7-8	9-11	12-13	14	15
UNSAT	PROG I	PROG II	PROF I	PROF II	EXEMP I	EXEMP II

## APPENDIX F: BILINGUAL GUIDANCE

### District Assessments:

All campuses will participate in District screener assessments for BOY, MOY, and EOY.

- CIRCLE
- mClass DIBELS/Lectura: Kindergarten – 1<sup>st</sup>
- mClass DIBELS: 2<sup>nd</sup> **(Required for NES only)**
- NWEA MAP Reading: 2<sup>nd</sup> – 5<sup>th</sup>
- NWEA MAP Math: K – 5<sup>th</sup>
- NWEA MAP Science: 2<sup>nd</sup> – 5<sup>th</sup>

### Language of Assessment:

The recommended assessment guidance is listed below for Pre-K – 5<sup>th</sup> grade. Please note all Bilingual (Transitional and Dual Language) students will be assessed in both English and Spanish for mClass DIBELS (K-1) and NWEA MAP Reading to support progress monitoring of English Language Development, Biliteracy and Academic Growth over time.



Grades	Assessment	Language of Assessment	EB Statistic Rule for LEAD and TES Evaluation Systems
Pre-K	CIRCLE	English or Spanish <ul style="list-style-type: none"> <li>If the student is Emergent Bilingual (EB) and the home language is Spanish, test in Spanish; otherwise, test in English.</li> <li>MOY &amp; EOY must be tested in same language as BOY (no alternating languages)</li> </ul>	No EB statistic rule
K-1	mClass DIBELS/Lectura	English and Spanish	If growth in in Spanish only, 0.5 point If growth in English only, 1.0 point If growth in BOTH Spanish and English, 1.5 point
2	mClass DIBELS	English Only (Required for NES only)	
2-5	NWEA MAP Reading	English and Spanish	If growth in in Spanish only, 0.5 point If growth in English only, 1.0 point If growth in BOTH Spanish and English, 1.5 point
K-5	NWEA MAP Math	English or Spanish <ul style="list-style-type: none"> <li>District will select BOY Language</li> <li>MOY &amp; EOY must be tested in same language as BOY (no alternating languages)</li> </ul>	No EB statistic rule
2-5	NWEA MAP Science	English ONLY	No EB statistic rule

**Unit Assessment:**

All NES campuses will have at least one unit assessment each grading cycle in the below listed content areas.

**Language of Assessment:**

Grades	Content	Language of Assessment
K-2	Read/Write	English and Spanish depending on unit language of instruction (ex. Unit 1 Read/Write LOI English, Unit Assessment English)
	Science of Reading	English
	Spanish Skills	Spanish
	Math	Spanish
	Science	English
	Social Studies	English
Below Guidance is ONLY for campuses who are Dual Language beyond 2 <sup>nd</sup> grade.		
3-5	Read/Write	English
	SLA/Social Studies/Science of Reading	Spanish
	Math	Spanish
	Science	English

**Rationale:** Assessments should be aligned to language of instruction to support data-driven decisions.

## APPENDIX G: TES GUIDEBOOK REVISIONS

Any enhancements or revisions made to any portion of the TES Guidebook will be documented in the table below. No entries in the table indicates no changes have been made to the document.

Rationale for Change	Pg. No.	Date of Change