





SDMC Agenda Outline- January 7

Time	What
Optional or assign as pre-work	
50 min	Watch December TES Optional Webinar Recording here if SDMC members were unable to join optional webinars in December and/or would like to gain more context.
Required: (Slides here:  SDMC (TES Portion) Q2.pptx)	
10 min	Play recording of slides 1-12 here:  SDMC (TES Portion) Q2.mp4
5 min	<p>Provide time for SDMC to explore additional resources [located on SDMC SharePoint and links below] (also on slide 13 of attached slide):</p> <ul style="list-style-type: none">  TES One Pager Copy.pdf Running TES FAQ:  Q&A_TES Stakeholder Questions vSHARE.docx Additional slides for context (slides 25 and onward in deck) – <i>this includes teacher and leader survey data from the November TES survey; we think this is really helpful for SDMC members to consider given teacher and leader voice should be a driver of this system; this was presented in the December optional webinar.</i> <p><i>*Note that SDMC members who are not HISD employees do not have Sharepoint access, so you may want to print or download and attach linked documents for distribution.</i></p>
10 min	Preview TES framework options, context, and discussion questions (slides 15-20)
30 min	Deliberate on framework options. SDMC leader (principal) should lead conversation; please feel free to utilize discussion questions. You must select a first choice; you may also submit a second or third choice.
15 min	CIP Formative Review
5 min	Principal submits the exit ticket: Submit your SDMC's vote and feedback using the provided exit ticket link .

SDMC (TES Portion)

January- Quarter 2



Agenda

Optional or assign as pre-work [50 min]:

Watch December Optional SDMC Webinar video if unable to attend
December webinar

Required agenda [55 min]:

[10 min]: Play January SDMC video

[5 min]: Explore additional resources

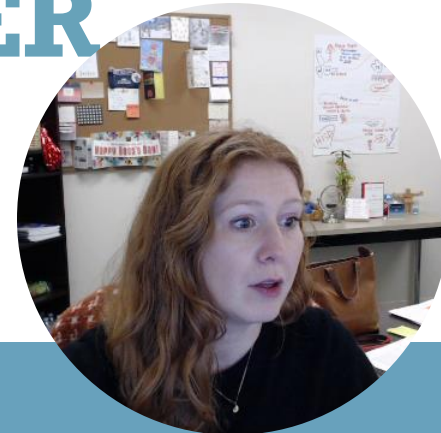
[10 min]: Preview TES framework options

[30 min]: Campus deliberation on options

[5 min]: Principal submits campus exit ticket.



JANUARY SDMC VIDEO VOICEOVER



Goal of today

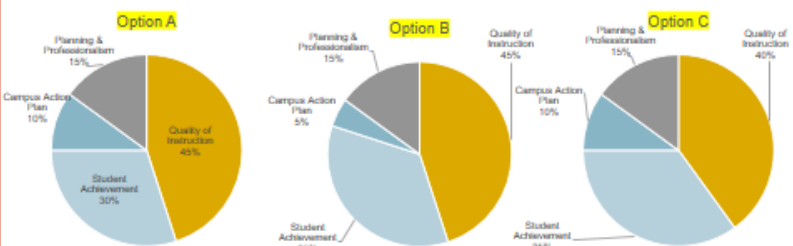
Provide one recommendation for the overall TES Framework from your SDMC!



Possible frameworks

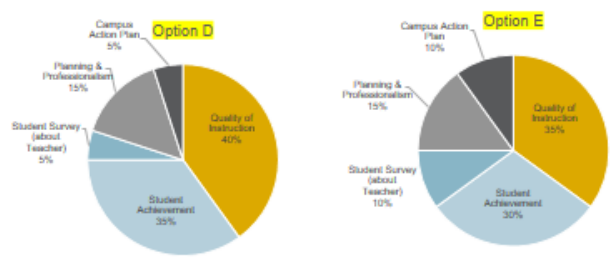
Potential TES Frameworks A - C

(4 components)

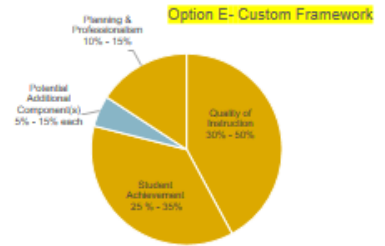


Potential TES Frameworks D & E

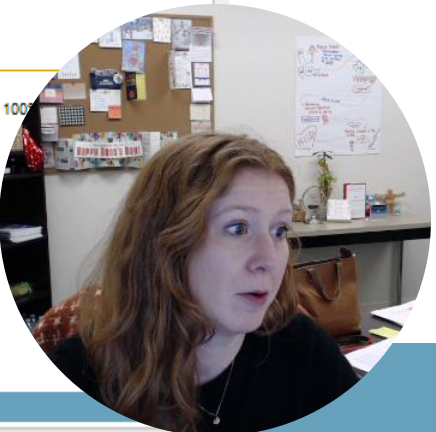
(5 components)



Build Your Own Framework



Must add up to 100%



Student Achievement- Required Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none">Performance on growth and/or achievement metrics associated with teaching groups as detailed in the T-TESS Guidebook	<ul style="list-style-type: none">Remaining the same, with some potential metric improvements in PreK, Group F

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



Quality of Instruction- Required Component

Currently in T-TESS

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

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

Proposal for TES

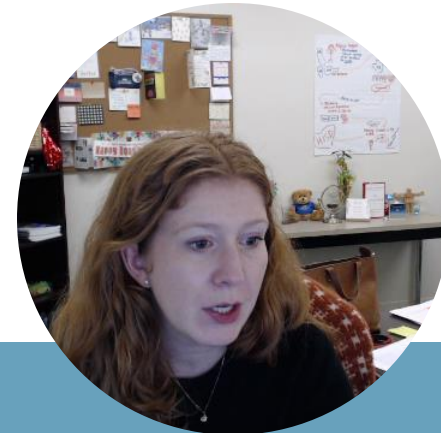
- Monthly average of spot observations
- 1 optional 45-minute observation with spot rubric

Note: Planning & Professionalism is a separate component



Planning & Professionalism- Required Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none">• Performance on EOY T-TESS Domain 4 rubric	<ul style="list-style-type: none">• Performance on EOY HISD-created Planning & Professionalism Rubric



Campus Action Plan- Potential Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none">• Not included	<ul style="list-style-type: none">• Points awarded to teachers based on school's performance on Campus Action Plan

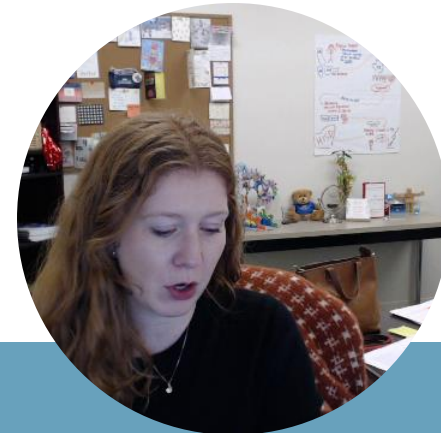


Student Survey (about teacher)- Potential Component

Currently in T-TESS	Proposal for TES
<ul style="list-style-type: none">• Not included	<ul style="list-style-type: none">• Points awarded to 3rd-12th grade teachers based on EOY Panorama student survey



ADDITIONAL SLIDES



Agenda

Optional or assign as pre-work [50 min]:

Watch December Optional SDMC Webinar video if unable to attend December webinar

Required agenda [55 min]:

[10 min]: Play January SDMC video

[5 min]: Explore additional resources

[10 min]: Preview TES framework options

[30 min]: Campus deliberation on options

[5 min]: Closeout & principal submits campus exit ticket



Additional Resources

The SDMC SharePoint also has links to the Resources below

TES One Pager

Running TES FAQ

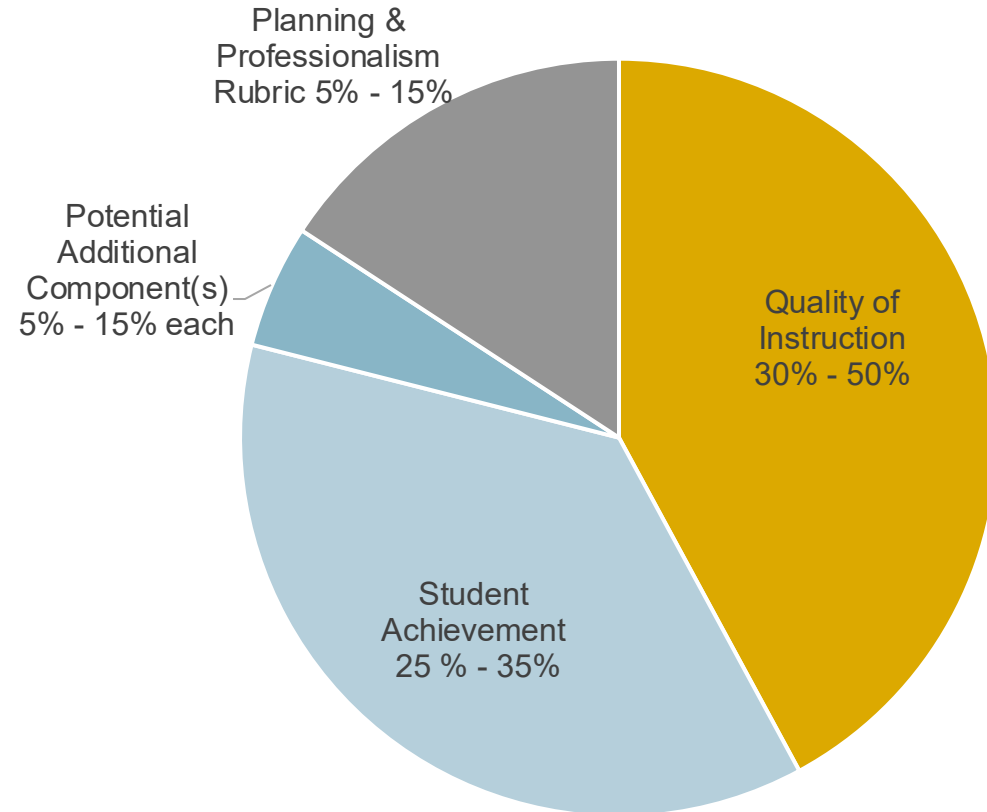
Additional Slides for Context: see slides 25 and beyond in this deck for teacher and leader TES survey data and other resources that have been shared in prior webinars

TES FRAMEWORK OPTIONS

Framework deliberation



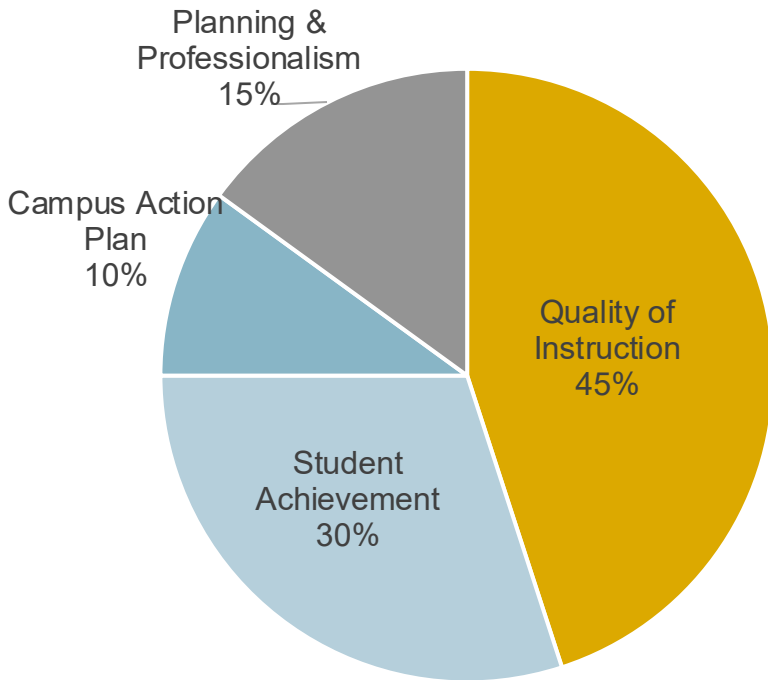
You all will review the potential TES Frameworks. Please ensure you capture your questions and thoughts so that way you are ready to discuss and deliberate after!



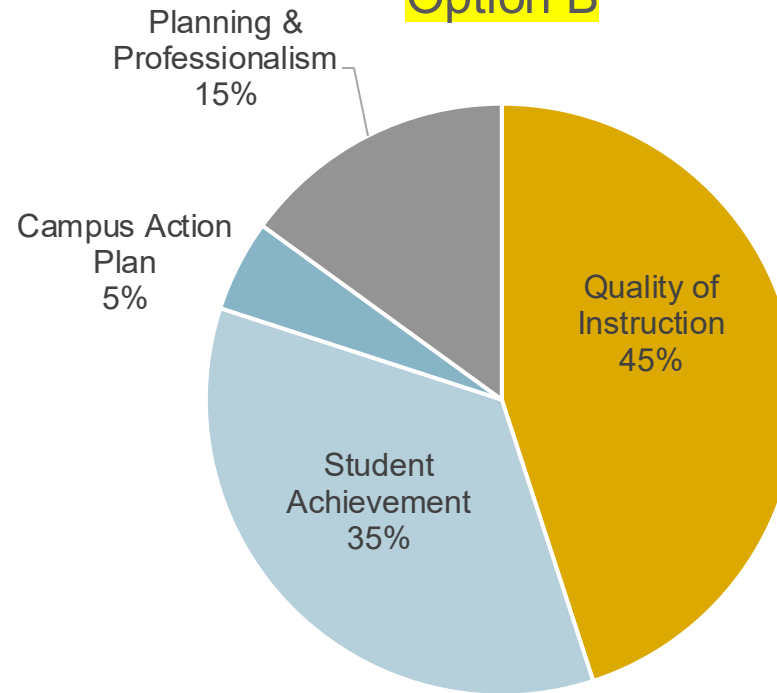
Potential TES Frameworks A - C

(4 components)

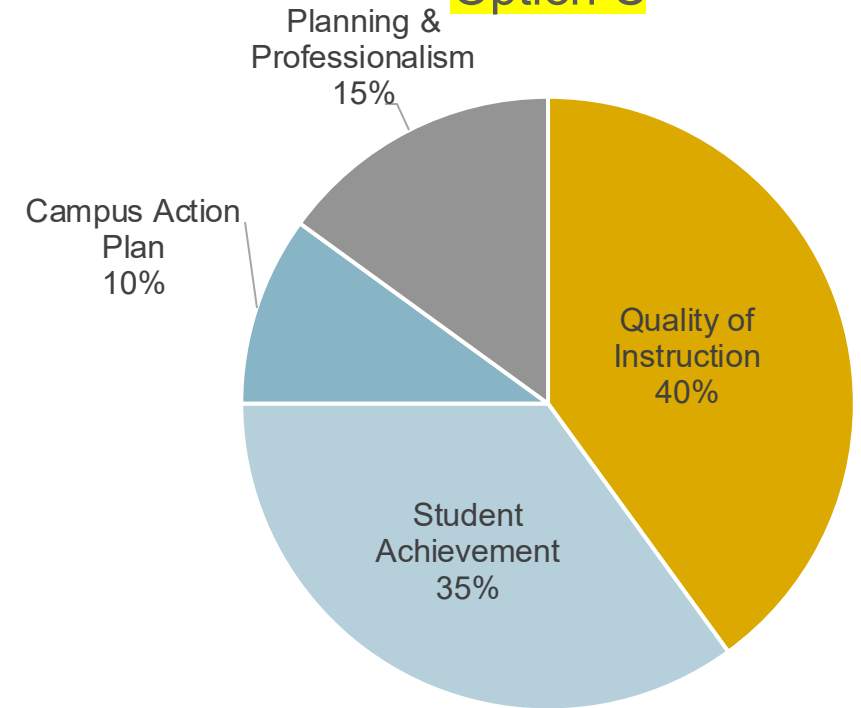
Option A



Option B

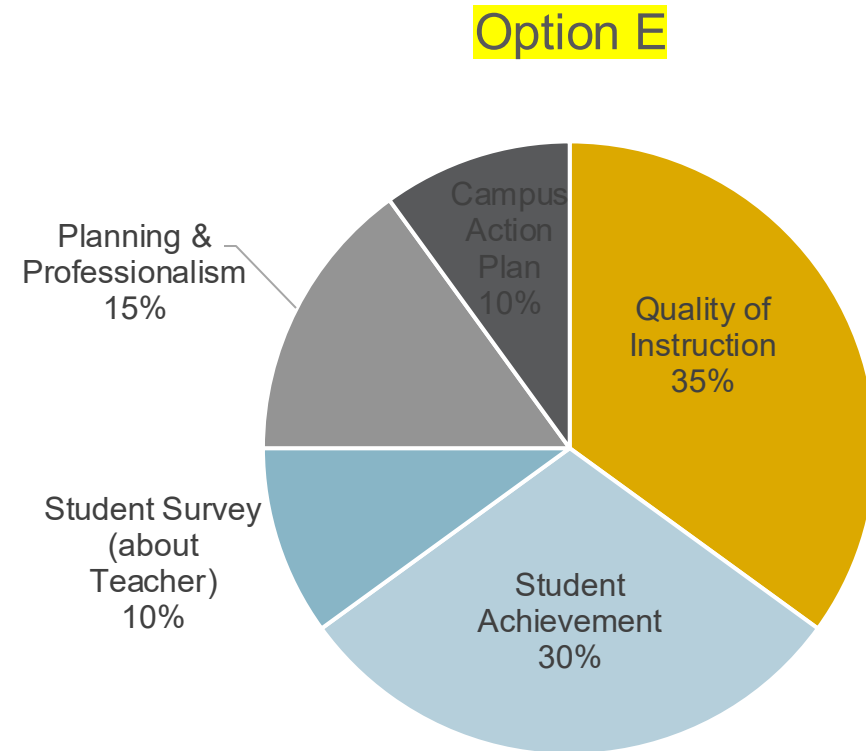
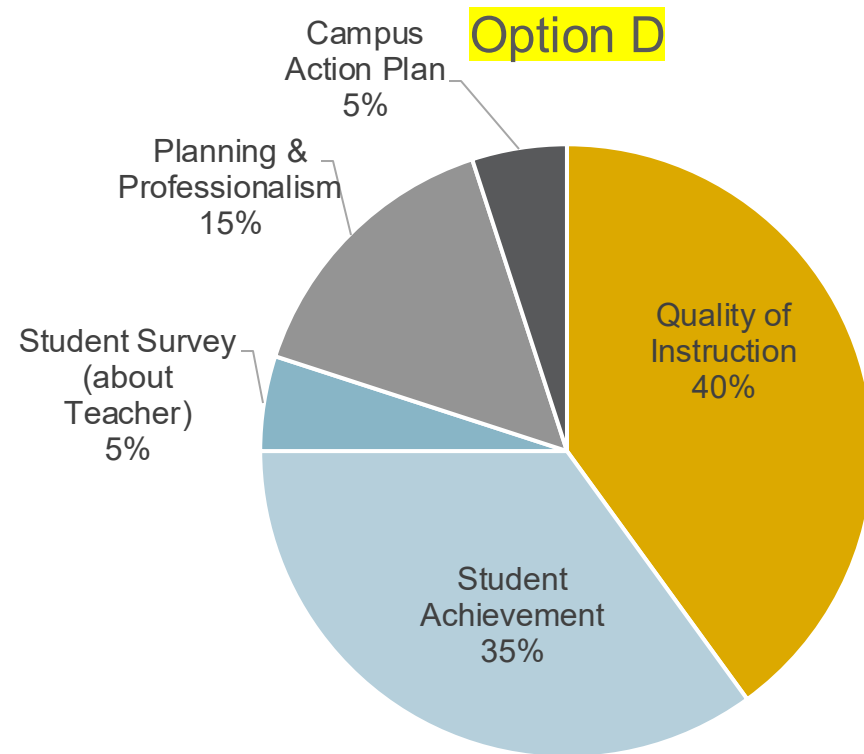


Option C



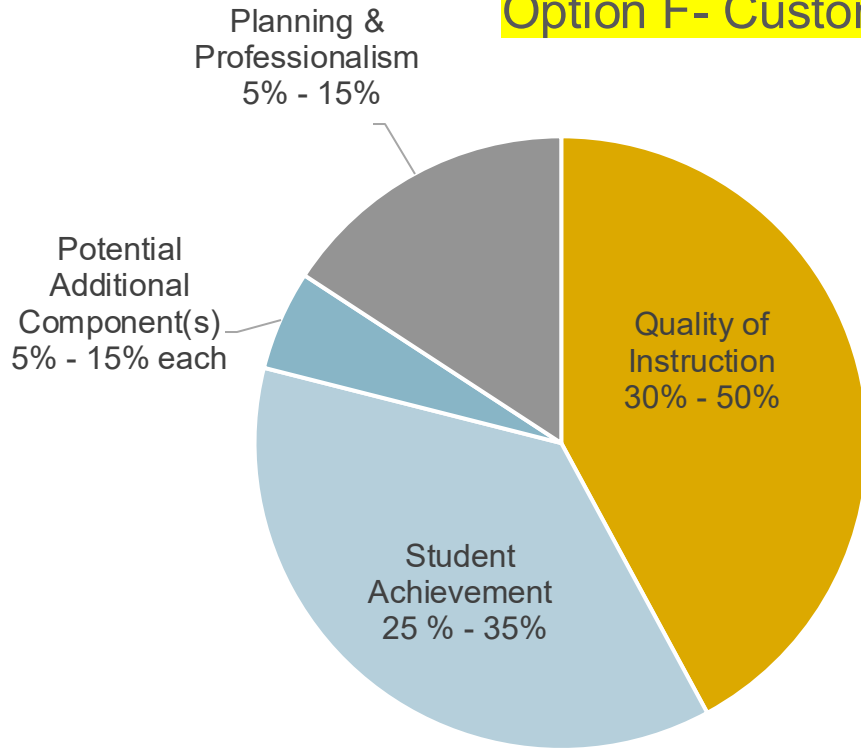
Potential TES Frameworks D & E

(5 components)



Build Your Own Framework

Option F- Custom Framework



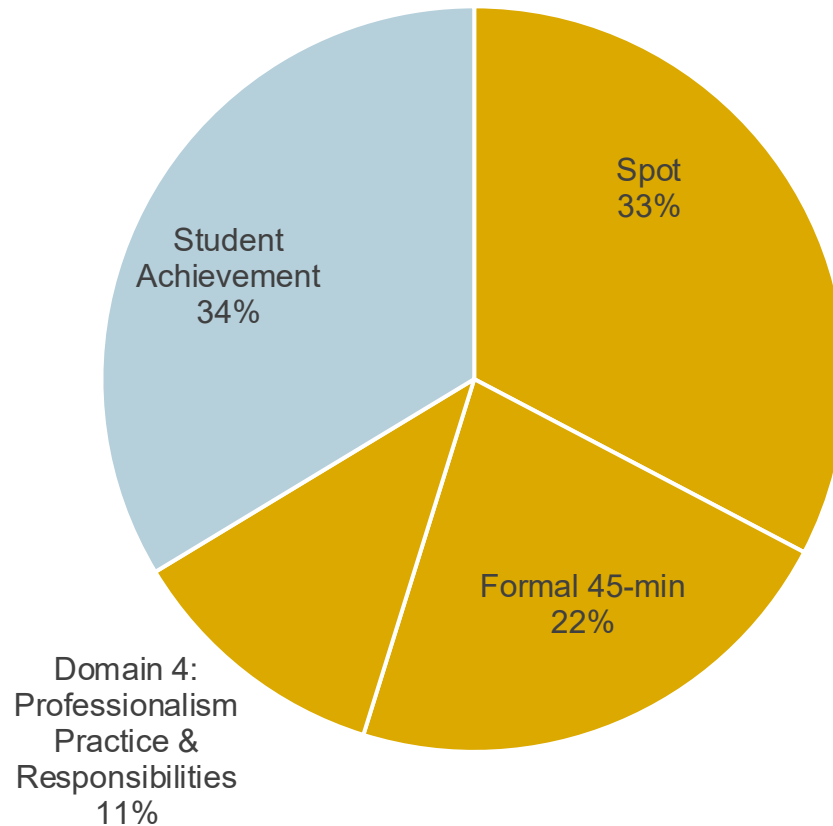
Custom Framework requirements:

- Must add up to 100% and be in multiples of 5 (or will be disregarded)
- Quality of Instruction, Student Achievement, and Planning & Professionalism Rubric must be included, may add Campus Action plan and/or Student Survey (about teacher)
- If you add additional components to your custom campus framework, please ensure each one is assigned an individual weight between 5% and 15%. The only additional components are Student Survey



For reference: Current T-TESS

TES Pie Chart



Note: the 3 components of Quality of Instruction add up to 65% in T-TESS current state

Reminder- PK – 2nd Grade Teachers!

- If you have teachers in PK-2nd grade, student surveys (about teacher) will not be included as part of their TES evaluation. If the district selects a framework with student survey for TES, PK-2nd grade teachers will receive an alternate framework that removes the survey.

Reflection questions for deliberation

Which TES framework option best aligns with our campus's goals and vision?

Does the weighting prioritize areas that drive teacher and student success?

How can we ensure the evaluation system captures the nuances of instructional quality across different grade levels and subjects?

Should the Campus Action Plan (5%-15%) play a role in teacher evaluations?

Should Student Survey (about teacher) (5%-15%) play a role in teacher evaluations?

Would a custom framework better address our campus's specific needs?

Vote!



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

CLOSE OUT

Vote!

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

See you in February for your next SDMC:

January – Q2

January 7-16

February – Q3

February 4-19

Thank you for joining us today! Reach out to
tes@houstonisd.org with questions

ADDITIONAL CONTEXT SLIDES

Why are you here?

We are building a new teacher evaluation system for HISD



We need the voices of those who this system impacts most at the table



There are over 10,000 teachers in the district!

Role of the SDMC

Develop and collaborate with HISD senior leadership to build key components of the evaluation system, **considering input from teachers and leaders.**

January – Q2

January 7-16

February – Q3

February 4-19

Role of SDMC



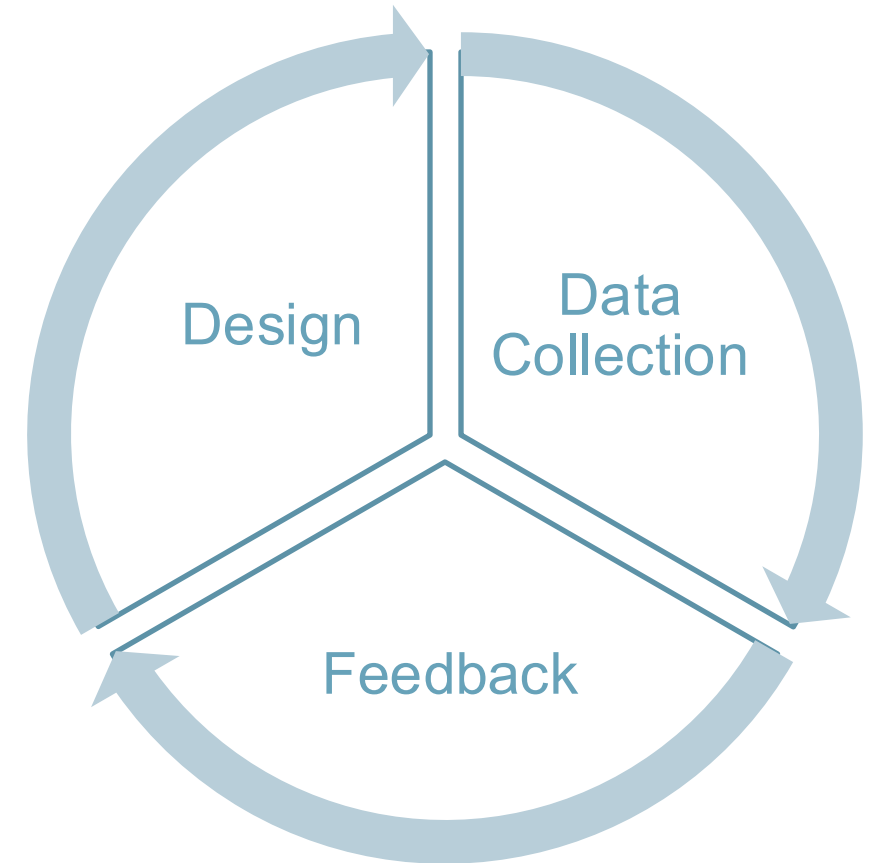
SDMC Member: What does this mean for you?

Month	SDMC Contribution
December	<ul style="list-style-type: none">• [Optional] Gain context on TES Webinar Video is posted on SDMC SharePoint- Recording on SharePoint
January	<ul style="list-style-type: none">• Meet and vote on overall TES framework
February	<ul style="list-style-type: none">• Meet and vote on specific additional items
Board vote in March	

TES DOI commitments



- The appraisal system shall be implemented no earlier than SY25-26, which will allow time for the District to engage in thoughtful **change management**, **community input**, and **collaboration**.
- During planning, the District will engage in rigorous **input sessions** with community groups such as Teacher Advisory Committees, Principal Advisory Committees, the District Advisory Committee and community members throughout the District.
- The District should ask for **input** on specific items which could include the weight of various components, distribution of ratings, number of observations, etc.
- Any student survey and input will be **designed** to be age appropriate and begin no earlier than the third grade.
- In the creation of the appraisal system, the District will **leverage best practices** from peer and national districts regarding teacher evaluation.
- The appraisal system will **leverage high-quality** elements of the current **T-TESS** system.
- Appraisers will **undergo rigorous training** and calibration systems prior to implementation to ensure evaluations are done equitably across the district.



TES creation high-level milestones



Researching & scoping

May-August 2024

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

Small-group information gathering & engagement

September-November 2024

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

Large-scale information gathering & engagement

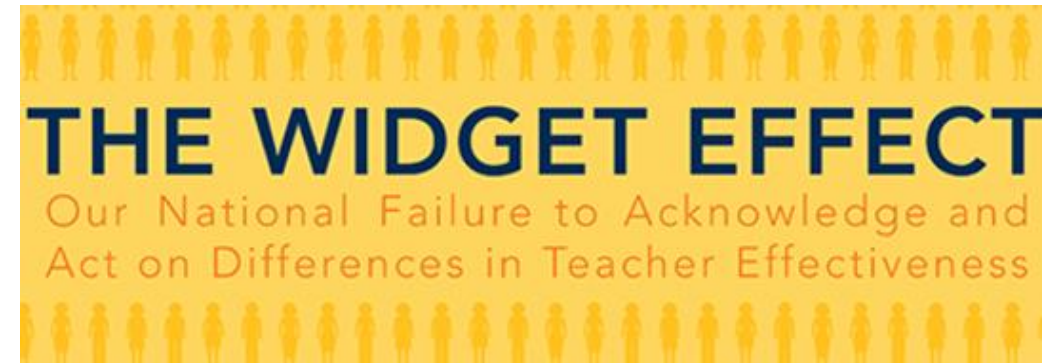
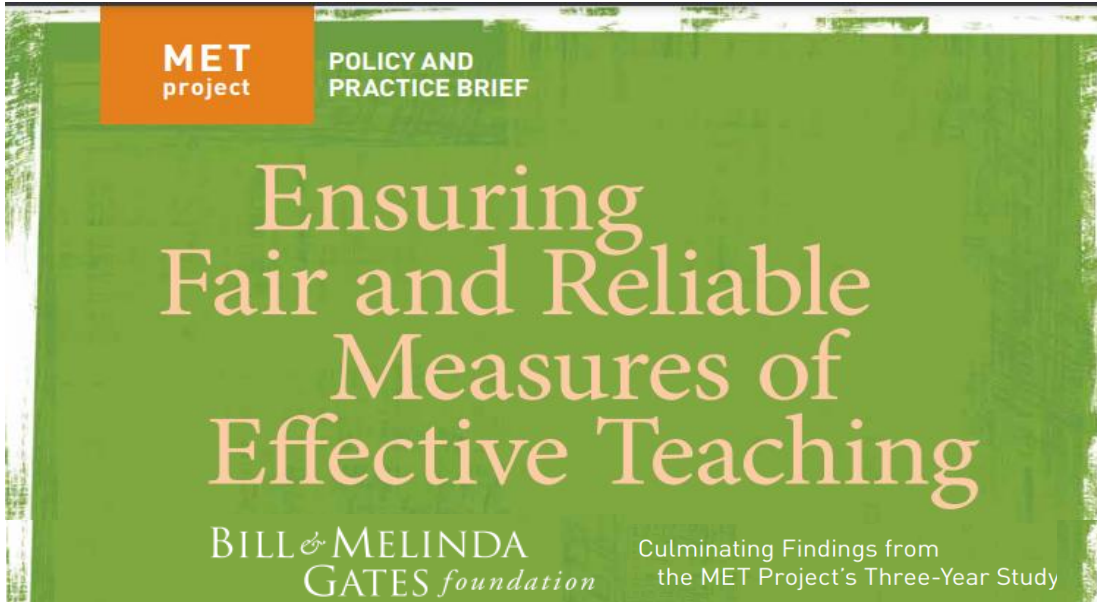
November 2024-February 2025

- Ask broader district for feedback & input.
- Release first draft of Evaluation System.
- Further refine Evaluation System based on feedback.
- Release final draft of proposed Evaluation System.

Board Vote

March 2025

Research

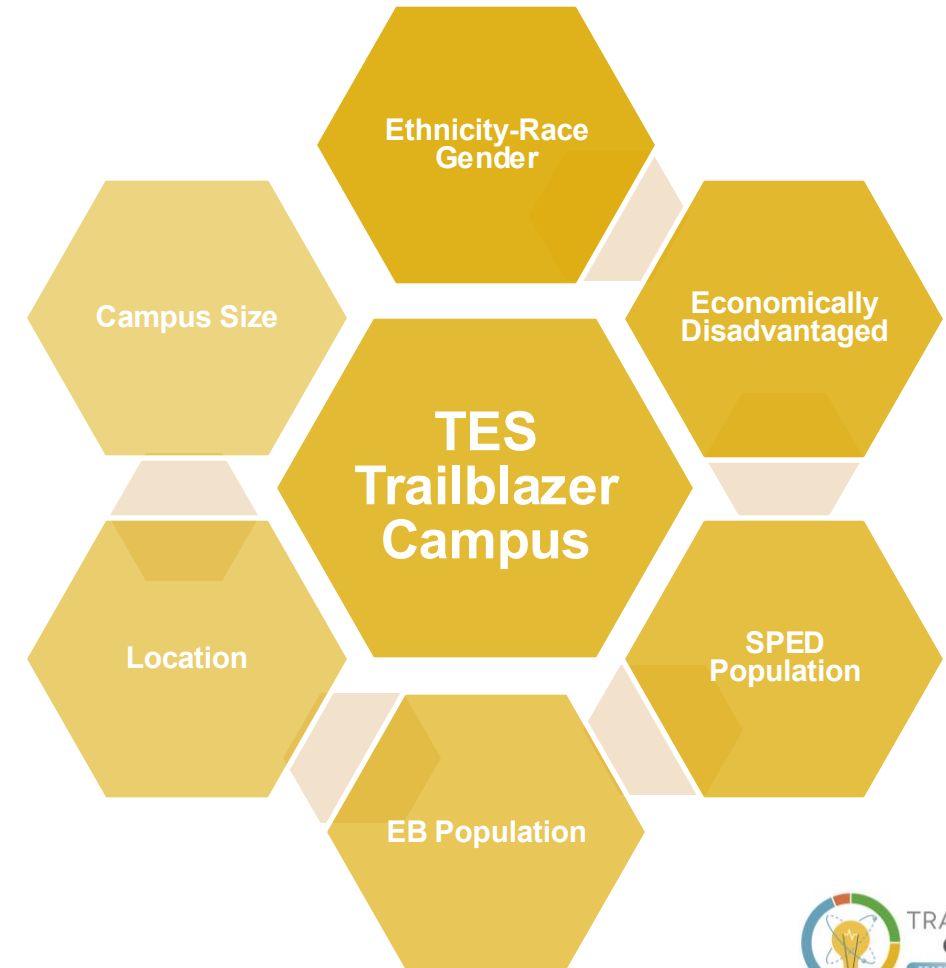


Assembled Trailblazer Cohort



Diverse group of campuses across HISD

Davila ES	Energy Inst HS
Sutton ES	Herrera ES
Benbrook ES	Wainwright ES
DeAnda ES	Dogan ES
Mistral ECC	Milby HS
Anderson ES	West University ES
Henry MS	YWCPA
Edison MS	Sterling HS
Twain ES	Hogg MS



Trailblazer experience

100% of participants agreed that they were able to provide meaningful input and that their time was used to yield a better evaluation system for HISD teachers.

“Love it! Love having my opinion heard and valued.”

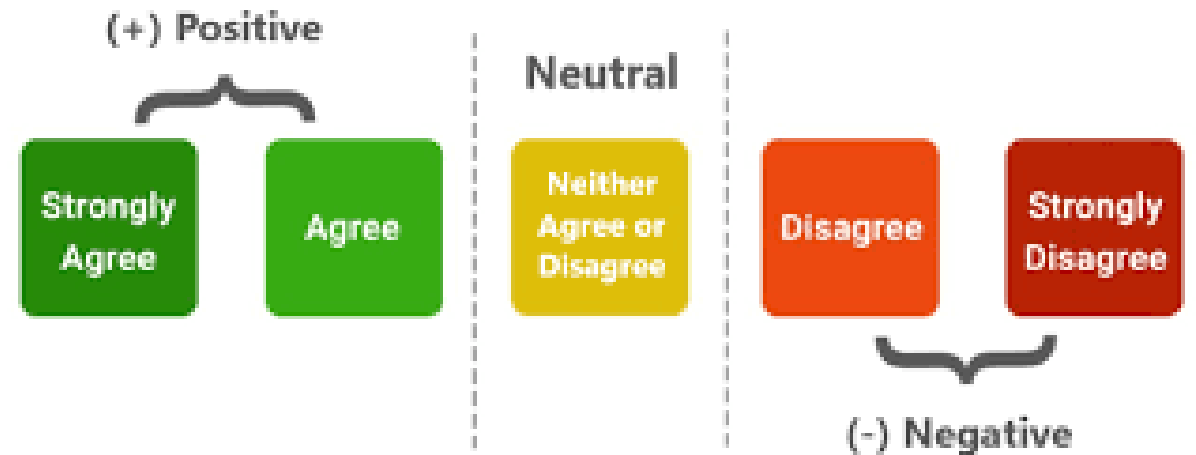
“It is a welcome change from the usual decision making process and it is a wonderful opportunity given by HISD to make an effective impact on the future of our education system!”

“This process has been encouraging, knowing that HISD cares about teacher opinion.”

“LOVE IT!!! I am extremely thankful to have the opportunity to participate and have the opportunity to have our voice heard and truly make an impact on a critical piece for teachers.”

Conducted Info Gathering Survey

Role	Numbers Surveyed
Principals	84% <i>(222 / 264)</i>
APs	81% <i>(529 / 656)</i>
Teachers	78% <i>(8,277 / 10,380)</i>
Total HISD Staff	9,028



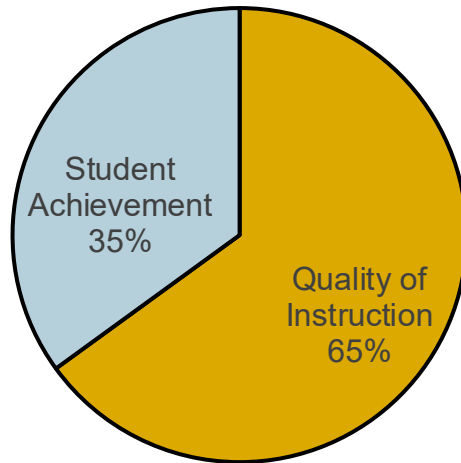
Launched TES Trainer, TES Talks, Focus Groups



T-TESS vs. TES

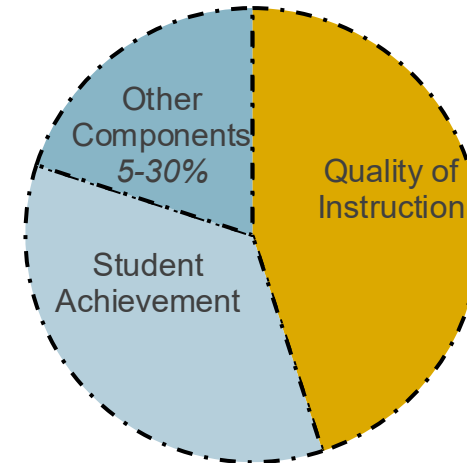


SY23-24 & SY24-25



Evaluated using T-TESS

Proposed for SY25-26 & Beyond



Evaluated using TES

At least 70% of the TES evaluation will consist of Student Achievement and Quality of Instruction. Based on feedback, there is potential to add additional components.

T-TESS Current State vs. TES Future State

We are focused on three main improvements for TES:

- 1 Improve Current T-TESS Components
- 2 Add Potential Additional Components
- 3 Add Distinguished Teacher Review

Current T-TESS

Achievement:

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

Quality of Instruction:

- Spots
- 1 45 minute observation with T-TESS rubric
- 1 holistic T-TESS Domain 4 rating from appraiser



Improve Current Components



Student Achievement Metric Improvements

When evaluating your performance as a teacher, which do you believe should carry more weight: student achievement or student growth?

Role	Student Achievement	Student Growth	Both Weighted Equally	I'm not sure
Principals	16 (7%)	114 (51%)	91 (41%)	1 (0%)
APs	29 (6%)	309 (59%)	174 (33%)	13 (3%)
Teachers	404 (5%)	4,987 (61%)	2,140 (26%)	661 (8%)

How do you think “achievement” should be measured in your evaluation?

Role	Percent of students reaching proficiency or mastery	Comparison of student performance to district/state averages	Peer-group comparison	Progress compared to students' baseline performance at the beginning of the year	Growth relative to grade-level expectations	Value-added models (estimating the impact of your teaching on student progress)	Other
Principals	73 (33%)	46 (21%)	100 (45%)	143 (64%)	83 (37%)	79 (36%)	0
APs	155 (30%)	118 (23%)	210 (40%)	363 (70%)	228 (44%)	138 (26%)	6 (1%)
Teachers	1,835 (23%)	1,369 (17%)	2,322 (29%)	5,225 (64%)	3,103 (38%)	1,456 (18%)	280 (3%)

Student Learning Objectives (SLOs) are an accurate indicator of how much my students have learned.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	41%	39%	35%	39%	76%	78%
APs	42%	37%	30%	28%	72%	65%
Teachers	28%	32%	34%	37%	62%	69%

Improve Current Components



Student Achievement Metric Improvements



SPOT Observation Calibration & Training

November: In general, SPOT observation data helps schools improve quality of instruction.

October: Spot observation data collected by my evaluator(s) accurately reflect my effectiveness as a teacher.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	93%	100%	5%	0%	98%	100%
APs	86%	70%	11%	22%	97%	92%
Teachers	28%	28%	30%	32%	58%	60%

What additional support would help enhance SPOT observations? (Select all that apply)

Role	More detailed feedback post-observation	Examples of strong SPOT practices	Training on SPOT observation criteria	Independent process review of SPOT process
Principals	63 (29%)	155 (71%)	105 (48%)	52 (24%)
APs	131 (25%)	403 (78%)	283 (55%)	132 (25%)
Teachers	2,927 (37%)	5,475 (69%)	2,607 (33%)	2,482 (31%)

Improve Current Components



Student Achievement Metric Improvements



SPOT Observation Calibration & Training



45-min Observations

Including at least one formal, 45-minute observation, in addition to 10-minute SPOT observations, adds to the accuracy of teacher performance evaluations.

Role	Favorable	Neutral	Favorable + Neutral
	Nov – All	Nov – All	Nov – All
Principals	77%	15%	92%
APs	74%	18%	92%
Teachers	35%	34%	69%

Improve Current Components



Student Achievement Metric Improvements



SPOT Observation Calibration & Training



45-min Observations



Professionalism & Planning Rubric

The T-TESS Domain 4 rubric accurately measures teacher professionalism and contributions to the campus.

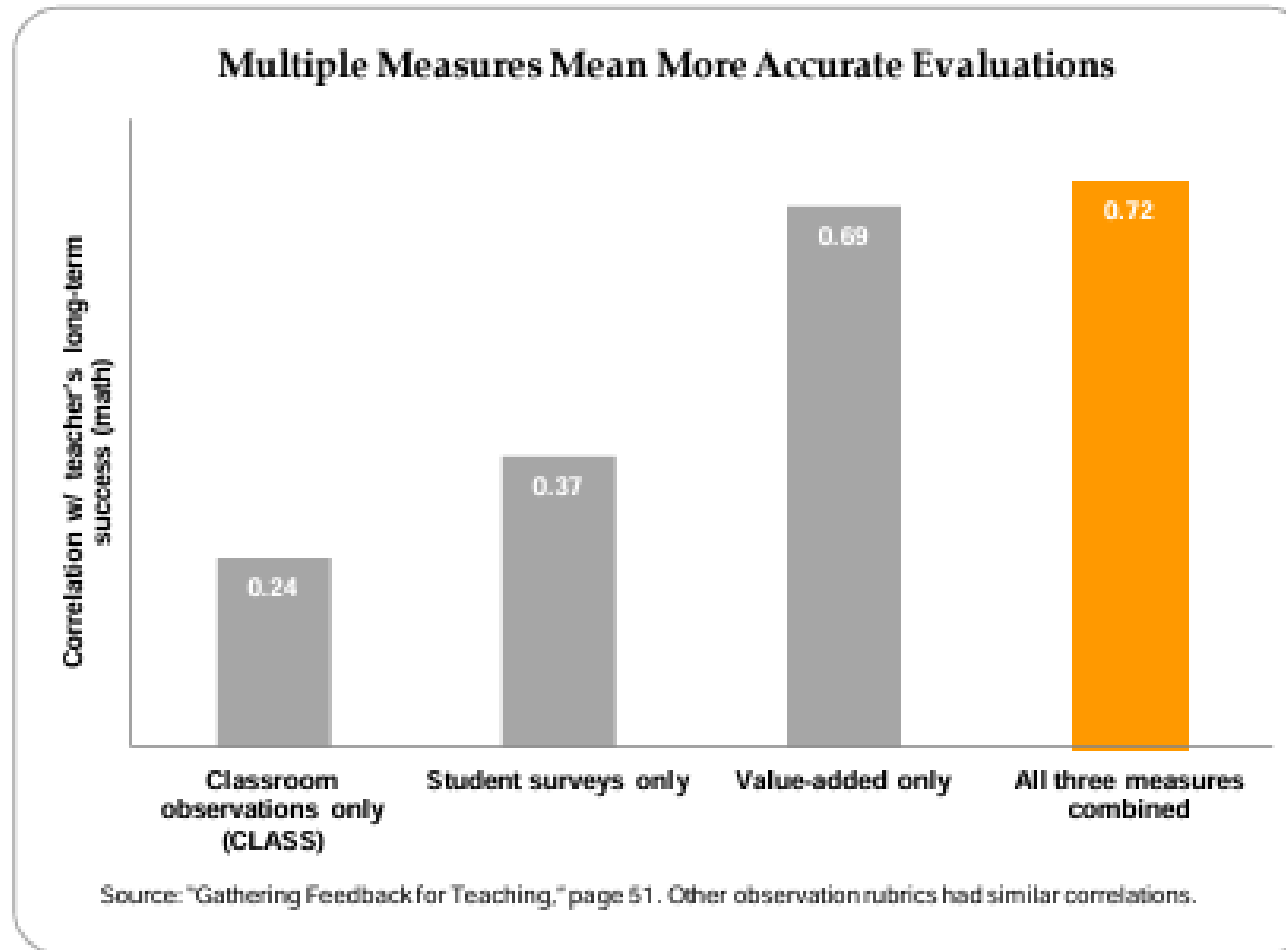
Role	Favorable	Neutral	Favorable + Neutral
	Nov – All	Nov – All	Nov – All
Principals	66%	20%	86%
APs	65%	25%	90%
Teachers	33%	50%	83%

HISD should create a NEW rubric with teacher involvement instead of using T-TESS Domain 4. This rubric would measure professionalism, planning and contributions to the campus.

Role	Favorable	Neutral	Favorable + Neutral
	Nov – All	Nov – All	Nov – All
Principals	61%	23%	84%
APs	50%	32%	82%
Teachers	43%	41%	84%

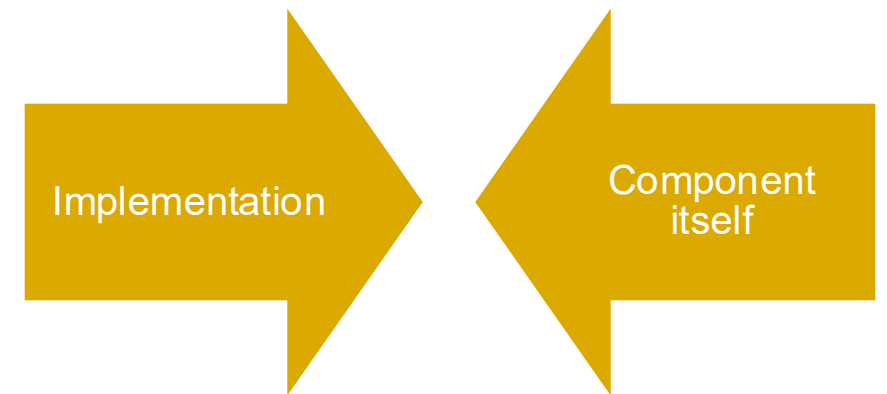
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Potential Additional Components



2 Potential Additional Components

1. Campus Action Plans
2. Student Surveys (about Teacher)
3. Student Survey (about School)



2 Potential Additional Components

1. Campus Action Plans

2 Potential Additional Components

2. Student Surveys (about Teacher)

At HISD, we're partnering with Panorama Education to facilitate student surveys. These surveys are administered to students in grades 3 through 12, who provide feedback about their teachers. We have been piloting the student survey at our 18 Trailblazer Campuses this fall.

How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	Almost always
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	A lot of the time	Almost always
When you feel like giving up, how likely is it that this teacher will ask you to keep trying?	Not at all likely	Slightly likely	Somewhat likely	Very likely	Extremely likely
How much does this teacher encourage you to do your best?	Do not encourage me	Encourage me a little	Encourages me some	Encourage me a lot	Encourage me a huge amount

2 Potential Additional Components

3. Student Surveys (about school)

School Climate:

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

School Rigorous Expectations:

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

Student-Teacher Relationships:

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

It would be beneficial to add other components to our evaluation system beyond quality instruction and student achievement.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	76%	72%	18%	22%	94%	94%
APs	68%	63%	23%	26%	91%	89%
Teachers	47%	51%	33%	30%	80%	81%

Top 3 additional components you wish to include in your evaluation (other than Quality of Instruction and Student Achievement).

Role	Student Survey	Campus Action Plan	Parent/ Family Feedback	School Climate Results	Teacher Planning & Professionalism Rubric	No Additional Items
Principals	84 (38%)	173 (78%)	34 (15%)	100 (45%)	184 (83%)	32 (15%)
APs	149 (28%)	308 (58%)	104 (20%)	244 (46%)	443 (84%)	87 (16%)
Teachers	1,897 (23%)	2,348 (29%)	2,051 (25%)	3,393 (41%)	5,237 (64%)	3,149 (38%)

Student surveys should be used as a part of teacher's performance evaluation.

Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	42%	67%	31%	28%	73%	95%
APs	30%	32%	27%	20%	57%	52%
Teachers	20%	24%	27%	28%	47%	52%

Campus Action Plans should be used as a part of a teacher's performance evaluation.

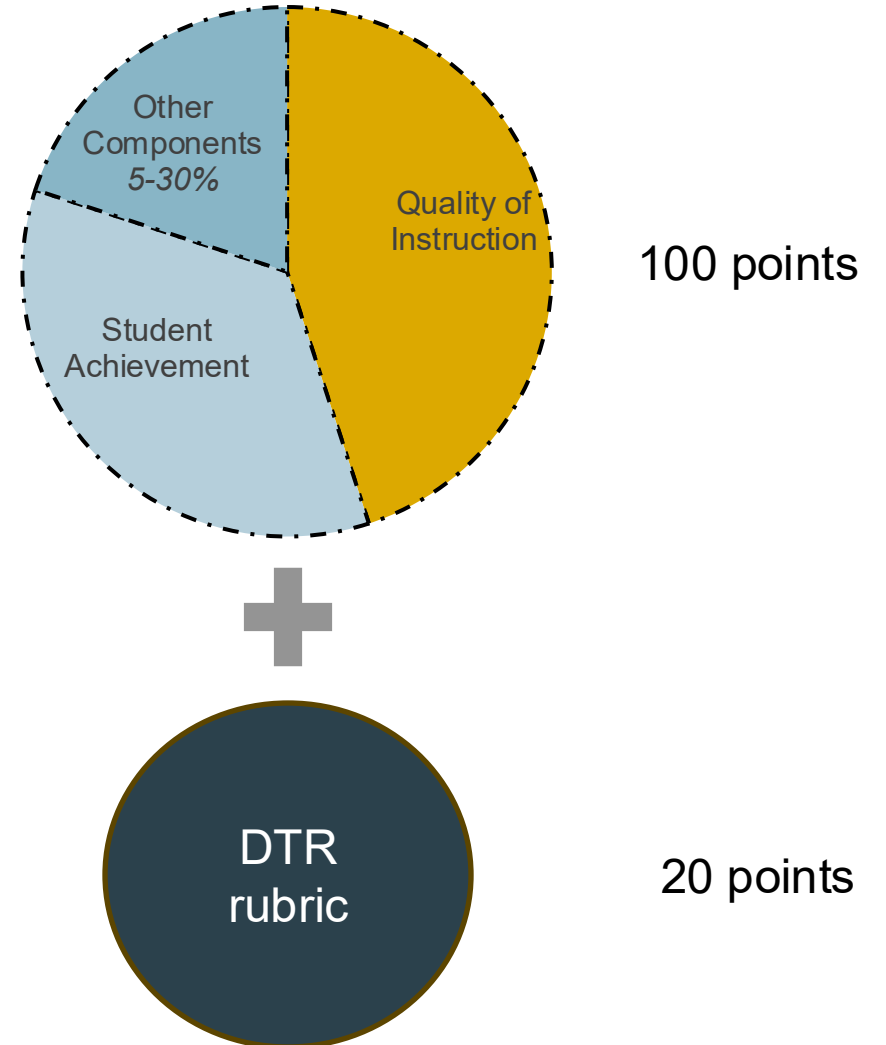
Role	Favorable		Neutral		Favorable + Neutral	
	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer	Nov – All	Oct – Trailblazer
Principals	79%	100%	14%	0%	93%	100%
APs	59%	53%	28%	30%	87%	83%
Teachers	23%	24%	43%	46%	66%	68%

3 Distinguished Teacher Review (DTR)

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



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



SDMC Minutes- January 7

SDMC Minutes

SDMC members met in room 55. All members took turns to introduced themselves and state their name, how long they have been at Neff ECC, and their title. Members included Ms. Cerda- teacher/parent, Ms. Bates-ECSC, Ms. Jaquinde- Teacher, Ms. Aitch - Principal, Ms. Oviedo - Teacher, Ms. C. Mendoza - Teacher, Ms. Walker - AP, Ms. Roxana Portillo – Parent, and Ms. Pippens – PreK teacher.

Ms. Aitch explained this meeting was different, given that we were discussing the new TES system to propose and vote on the framework for the new evaluation system that fits our campus best.

During the meeting, the members watch a video on the components of TES and how it compares to T-TESS, our current evaluation system.

CIP Formative Review-

Staff looked at the progress made thus far with the action plan. Staff went through indicators of success and understood next steps as well as areas were we progressed as a tea,

Some of the components the video explained were the following:

- The inclusion of the Action Plan, which is still up for discussion.
- 45 min optional yearly observation in comparison to the mandatory 45 min observation we currently have.
- Student's Survey, administered twice a year. Not part of the evaluation for teachers PreK-2nd Grade.

On the video, it was also stated how compensation for the new system was not going to be discussed at the time.

After the video, the committee got time to explore additional resources, preview TES framework, campus deliberation options, and submit the exit ticket/proposal.

The committee reviewed the options, asked questions about the action plan, and voted on choice 1 - B, 2 – A and 3 - C. Our school is PreK through 1st, so choices D and E do not apply to our campus.

Campus Improvement Plan (CIP) Meeting Sign-in Sheet

Topic: SDMC / CPI / TES

Date: 1.7.2025

Presenter: Principal Aitch/AP Walker

Location: PLC Room

* For Role, select from one of the following (as appropriate): Parent, Teacher, Principal, Other School Leader, Paraprofessional, District Level Administrator, or Community Member.

[illegible]