



**TES**

TEACHER EXCELLENCE SYSTEM



# TEACHER EXCELLENCE SYSTEM **GUIDEBOOK**

HOUSTON INDEPENDENT SCHOOL DISTRICT



## TES AT-A-GLANCE

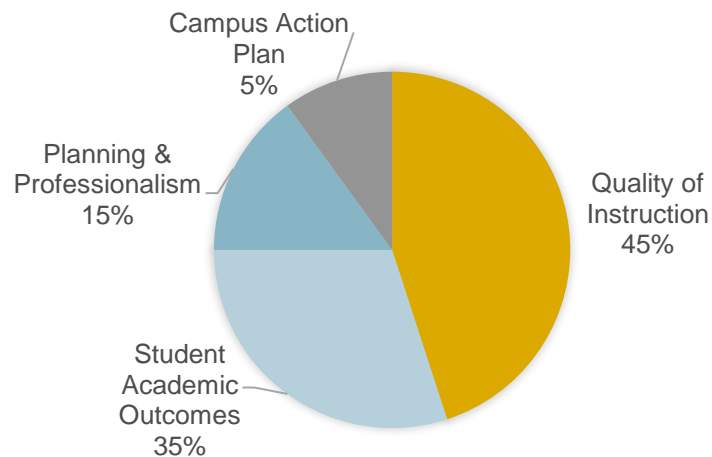
**Houston Independent School District (HISD) believes that every student should have access to high-quality instruction.**

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 Academic Outcomes
2. Quality of Instruction
3. Planning and Professionalism
4. Campus Action Plan



Domain	Components	Possible Points
<b>Quality of Instruction (45%)</b>	Spot Observations	45
	Formal Observation [required: new teachers and teachers who scored below Proficient I in prior year; optional: all other teachers]	
<b>Student Academic Outcomes (35%)</b>	Middle-of-Year metrics points earned	35
	End-of-Year metrics points earned	
	<b>Student Academic Outcomes Groups:</b>	
	<i>Group A</i> – 2 <sup>nd</sup> – 8 <sup>th</sup> Grade English Language Arts, Math, and Science Courses; 1 <sup>st</sup> Grade Math	
	<i>Group B</i> – Kindergarten, 1 <sup>st</sup> Grade RLA Courses	
<b>Planning &amp; Professionalism (15%)</b>	<i>Group C</i> – Algebra I, English I, and English I Courses	15
	<i>Group D</i> – 3 <sup>rd</sup> – 10 <sup>th</sup> Grade Art of Thinking Courses	
	<i>Group E</i> – Pre-Kindergarten Courses	
<b>Campus Action Plan (5%)</b>	AP/IB Courses	5
	High School Biology and US History Courses	
	<i>Group F</i> – Student Learning Objectives; all courses not in A-E	
	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>	
	Campus 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. To support teacher growth, teachers may also use their

December spot average to replace their September, October, or November spot score, providing an opportunity to demonstrate improvement and progress.

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 opt into having a formal observation. The window to opt-in will be in the spring and teachers will have their MOY data to view before making that decision. The formal observation window will be in March and April. 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 (e.g., given that six spots weekly at small schools might result in more than four spots per teacher per month, Division Chiefs will work with these principals to adjust goals to fit the needs of the campus).

## 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, educators can quickly refine their instructional practices, better serve their students, and foster a collaborative and supportive learning environment. Active participation and openness to feedback are essential to maximizing the benefits of this 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 ACADEMIC OUTCOMES

By integrating student academic outcomes 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 Academic Outcomes data accounts for **35%** of the TES evaluation.

### STUDENT ACADEMIC OUTCOMES

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

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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*.

metrics: “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 BOY to MOY 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 academic outcomes objectives are divided into two categories: MOY and EOY objectives. For courses with **no** middle-of-year assessment data, only EOY metrics will be assessed.

You can access the comprehensive set of student academic outcome metrics in the tables below.

Student academic outcomes data is derived from each teacher’s rosters for each course where the teacher serves as the teacher of record (TOR). Student 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 Academic Outcomes 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 Academic Outcomes 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.

## STUDENT ACADEMIC OUTCOMES GROUPS

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

Student Academic Outcomes 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 Performance Management SharePoint site. In this list, it is indicated to which group each course is assigned. Some teachers may teach courses falling into multiple student academic outcomes groups.

## STUDENT ACADEMIC OUTCOMES ASSESSMENTS

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 Academic Outcomes 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

## METRICS

Student Academic Outcome points are calculated by comparing an individual teacher's results with those of other teachers in the same group. To the best the data allows, a targeted distribution is created such that:

Highest performing  
  
 Lowest performing

- 3% of scores are identified as Exemplary II
- 5% of scores are identified as Exemplary I
- 52% of scores are identified as Proficient I & II
- 37% of scores are identified as Progressing I & II
- 3% of scores are identified as Unsatisfactory

By identifying performance 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 Algebra I EOC. 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 academic outcome metrics 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.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

<b>Group A: NWEA MAP</b> Student Academic Outcomes and Point Assignments			
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>BOY→MOY Growth</b> <i>% of students who scored at least .60 annual growth in the first half of the year</i>	Outcome 2: <b>MOY→EOY Growth</b> <i>% of students who scored at least 1.40 times second semester expected growth</i>	Outcome 3: <b>EOY Summative</b> <i>% of students who ended the year at or above the 45<sup>th</sup> achievement percentile nationally</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	10 pts	20 pts	5 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	8 pts	16 pts	4 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	6 pts	13 pts	3 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	4 pts	11 pts	2 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	2 pts	8 pts	1 pts

\*For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

## GROUP B: DIBELS/LECTURA COURSES

The Group B student academic outcome metrics 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.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.



<b>Group B: DIBELS/Lectura</b> Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>BOY→MOY Growth</b> <i>% of students above or well above typical growth by the end of the first half of the year</i>	Outcome 2: <b>MOY→EOY Growth</b> <i>% of students above or well above typical growth in the year</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	15 pts	20 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	12 pts	16 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	9 pts	13 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	6 pts	11 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	3 pts	8 pts

\*For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

## GROUP C: STAAR INTERIM AND STAAR EOC COURSES

The Group C student academic outcomes 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.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

<b>Group C: STAAR Interim &amp; EOC</b> Student Academic Outcomes and Point Assignments			
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>BOY→MOY Growth</b> <i>% of growth points earned by all students based on STAAR interim assessment performance</i>	Outcome 2: <b>MOY→EOY Growth</b> <i>% of growth points earned by all students on the end-of-course exam</i>	Outcome 3: <b>EOY Summative</b> <i>% of students at or above Meets Grade Level</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	8 pts	15 pts	12 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	6 pts	12 pts	10 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	4 pts	10 pts	7 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	2 pts	8 pts	5 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	0 pts	6 pts	3 pts

For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

## GROUP D: COURSES WITH DISTRICT SUMMATIVE ASSESSMENTS

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

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

Group D: DSA Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>MOY</b> <i>% of students above meets or exceeds expectations (≥70%) on the middle-of-year exam.</i>	Outcome 2: <b>EOY</b> <i>% of students above meets or exceeds expectations (≥70%) on the end-of-year exam</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	15 pts	20 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	12 pts	16 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	9 pts	13 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	6 pts	11 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	3 pts	8 pts

\*For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

## 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 academic outcome metrics for each assessment can be found below, along with the SY25-26 point values assigned to our ideal targeted distribution.

<b>Group E-1: CIRCLE</b> Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>BOY→MOY Growth</b> <i>% of students who meet or exceed their target growth goal from BOY to MOY</i>	Outcome 2: <b>BOY→EOY Growth</b> <i>% of students who meet or exceed their target growth goal from BOY to EOY</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	15 pts	20 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	12 pts	16 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	9 pts	13 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	6 pts	11 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	3 pts	8 pts

<b>Group E-2: U.S. History &amp; Biology, Advanced Placement (AP), and International Baccalaureate (IB)</b> Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>EOY Summative</b>  <i><b>US History &amp; Biology</b></i> <i>% of students at or above Meets Grade Level on respective STAAR EOC</i>  <i><b>Advanced Placement (AP)</b></i> <i>% of AP exam scores at or above 3</i>  <i><b>International Baccalaureate (IB)</b></i> <i>% of IB exam scores at or above 4</i>	Outcome 2: <b>EOY Summative</b>  <i><b>US History &amp; Biology</b></i> <i>% of students at or above Masters Grade Level on respective STAAR EOC</i>  <i><b>Advanced Placement (AP)</b></i> <i>Average AP exam score</i>  <i><b>International Baccalaureate (IB)</b></i> <i>Average IB exam score</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	15 pts	20 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	12 pts	16 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	9 pts	13 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	6 pts	11 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	3 pts	8 pts

\*For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

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

Group F teachers teach courses without a national, state, or local assessment. To ensure these teachers are held accountable to a similar standard as the teachers in other groups, course-specific rigorous metrics in the form of Student Learning Objectives (SLOs) are provided by the district. Each SLO provided by the district is aligned with state academic standards and the HISD curriculum. Where possible, the district provides more than one SLO option for a teacher to choose from. The teacher's SLO choice is then approved by the evaluator.

To capture student performance on their SLO metric, Group F teachers will submit data that reflects student performance on the knowledge and skills measured in the SLO (e.g., performance on a quiz, project, observational assessment, or end-of-semester exam). Mastery-based grading rubrics used to evaluate the student work are provided by district content leads (e.g., CTE central office team will provide guidance to CTE teachers on how to grade final assessments). Evaluators will review teacher scoring to approve the teacher's SLO data submission at mid and end of year.

### ***Additional notes on SLO selection:***

Teachers are expected to select an SLO for semester one and semester two of each school year. In addition, teachers will select at least one class section of students that will be measured on the SLO outcomes. Teachers should select more than one roster of students in cases where the teacher has multiple sections of the course aligned to the SLO. If teachers teach more than one Group F course, they should select a SLO based on the course with the greatest number of students taught. For example, if a teacher teaches four sections of physical education and two sections of health, the teacher should select a physical education SLO.

### ***Scoring of Group F Outcomes:***

Once a teacher's student academic outcomes for the SLO have been approved by the evaluator, a targeted distribution will be applied to determine each teacher's earned points for middle of year and end of year. The table below shows SY25-26 point values assigned to the ideal targeted distribution.



<b>Group F: Student Learning Objectives</b> Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: <b>MOY Summative</b> <i>Student Learning Objective (SLO 1)</i>	Outcome 2: <b>EOY Summative</b> <i>Student Learning Objective (SLO 2)</i>
<b>Exemplary II</b> 97 <sup>th</sup> – 99 <sup>th</sup> percentile	15 pts	20 pts
<b>Exemplary I</b> 92 <sup>nd</sup> – 96 <sup>th</sup> percentile	12 pts	16 pts
<b>Proficient I &amp; II</b> 40 <sup>th</sup> – 91 <sup>st</sup> percentile	9 pts	13 pts
<b>Progressing I &amp; II</b> 3 <sup>rd</sup> – 39 <sup>th</sup> percentile	6 pts	11 pts
<b>Unsatisfactory</b> 0 – 2 <sup>nd</sup> percentile	3 pts	8 pts

\*For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set

You can access the comprehensive list of SLO options for Group F teachers [here](#). This menu was written with input from teachers of these Group F courses. The menu is extensive and will be continuously improved based on additional feedback from teachers and content experts of Group F courses.



## 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 three 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: Instructional Planning and/or Internalization	8 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**.



The Campus 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 Campus 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 Campus 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 Campus Action Plan reflect the collective expertise and insights of the entire school community. The shared commitment embodied in the Campus 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 Campus Action Plan makes up 5% of a teacher's evaluation (TES) and 15% of a Principal's evaluation (LEAD). Principals will be required to report out twice a year on action plan updates to their staff and teachers must be involved in the development of the action plan.

Teachers receive the same score as their principal and everyone else on their campus; their score reflects the overall performance of the campus. Regardless of the subject taught, each teacher's score reflects the collective success of the school community. This approach



emphasizes collective agency, where every educator contributes to and benefits from the school's progress. By aligning individual outcomes with campus-wide achievements, this system fosters a collaborative environment focused on shared goals. Ultimately, as the school meets its action plan objectives, that success is reflected in the scores of all teachers, reinforcing a unified commitment to excellence.

## EVALUATION METRICS FOR CAMPUS ACTION PLANS

The metrics and scoring structure for the TES Campus 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 the Campus 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 will be submitted in the spring, with adjustments allowed during late summer and/or early fall based on end-of-year data.

### Degree of Difficulty

Executive Director of Feeder will apply a “degree of difficulty coefficient” to the Campus 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.

Campus 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 Campus Action Plan starting at 10 points.
- The degree of difficulty coefficient as defined in the LEAD guidebook is applied to calculate the total score.
- Campus 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 Academic Outcomes component score, the Planning and Professionalism rubric score, and the Campus Action Plan component score. Since a teacher earns up to 45 points for Quality of Instruction, 35 points for Student Academic Outcomes, 15 points for Planning and Professionalism, and 5 points for the Campus Action Plan, the summative rating is a cumulative score out of **100 points**.



### TARGETED DISTRIBUTION DETERMINING EOY 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.

		<div style="display: flex; align-items: center; justify-content: space-between;"> <span>Lowest performing</span> <span>←</span> <span>→</span> <span>Highest performing</span> </div>						
Targeted Distribution of Effectiveness Levels		<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>
	Percentile ranking*	0 – 2 <sup>nd</sup> percentile	3 <sup>rd</sup> – 14 <sup>th</sup> percentile	15 <sup>th</sup> – 39 <sup>th</sup> percentile	40 <sup>th</sup> – 79 <sup>th</sup> percentile	80 <sup>th</sup> – 91 <sup>st</sup> percentile	92 <sup>nd</sup> – 96 <sup>th</sup> percentile	97 <sup>th</sup> – 99 <sup>th</sup> percentile
	% of HISD teachers at this level	<b>3%</b>	<b>12%</b>	<b>25%</b>	<b>40%</b>	<b>12%</b>	<b>5%</b>	<b>3%</b>

\* For example, if a teacher's summative evaluation score falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

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:

Year	Summative Evaluation Rating	Average of Prior 2 years	Effectiveness Level
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

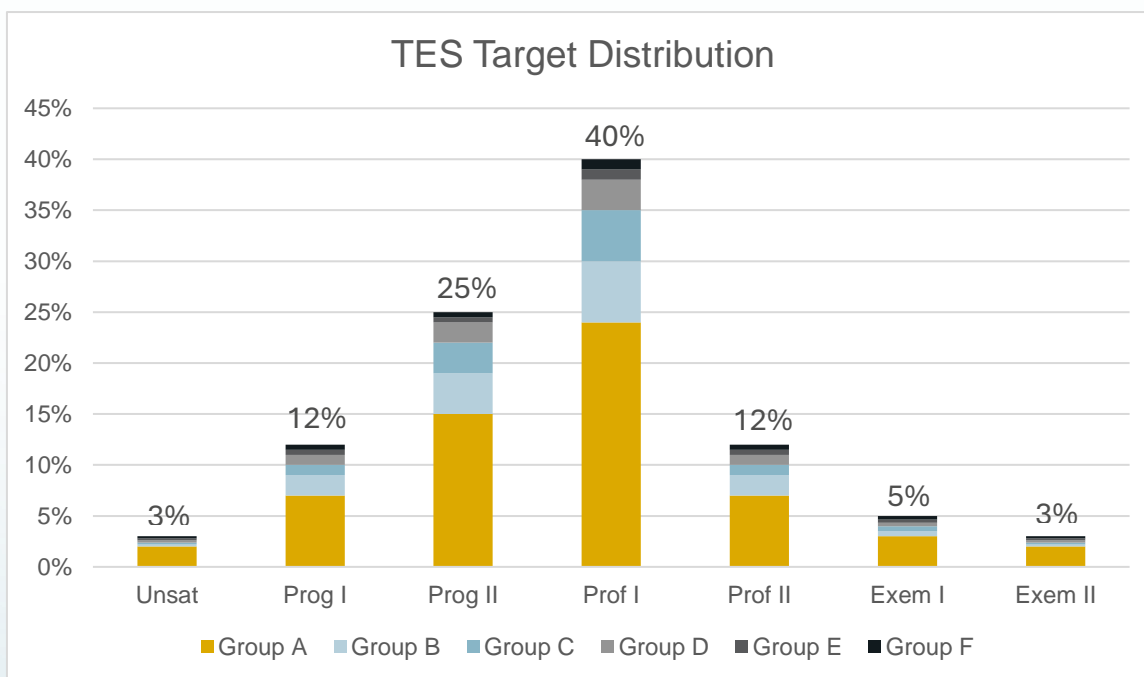


## THE TARGET DISTRIBUTION

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 ideal target distribution. Every group has roughly the same target distribution. For example, approximately 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. This is approximate given there are teachers who fall into multiple Groups. Please see below for details on how and when targeted distributions are applied.

This approach is necessary to ensure that not only are the assessments across grade bands and disciplines similarly rigorous, but they are also correlated with the state and national assessments. This 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.



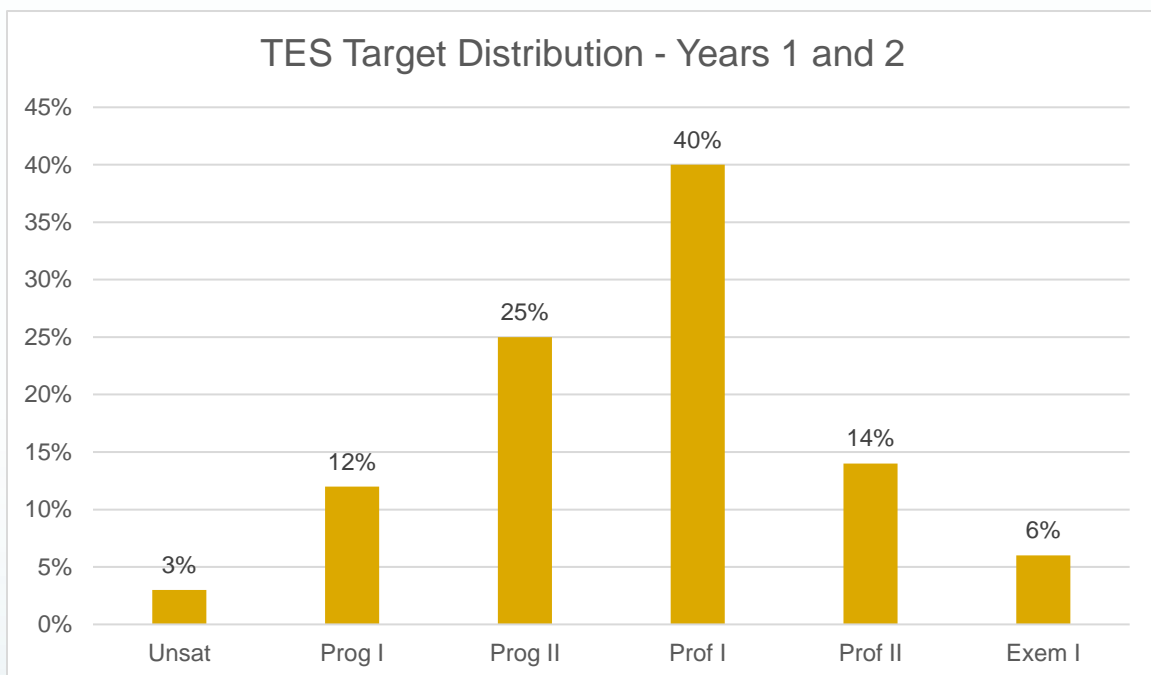
### ***Additional details on target distribution application:***

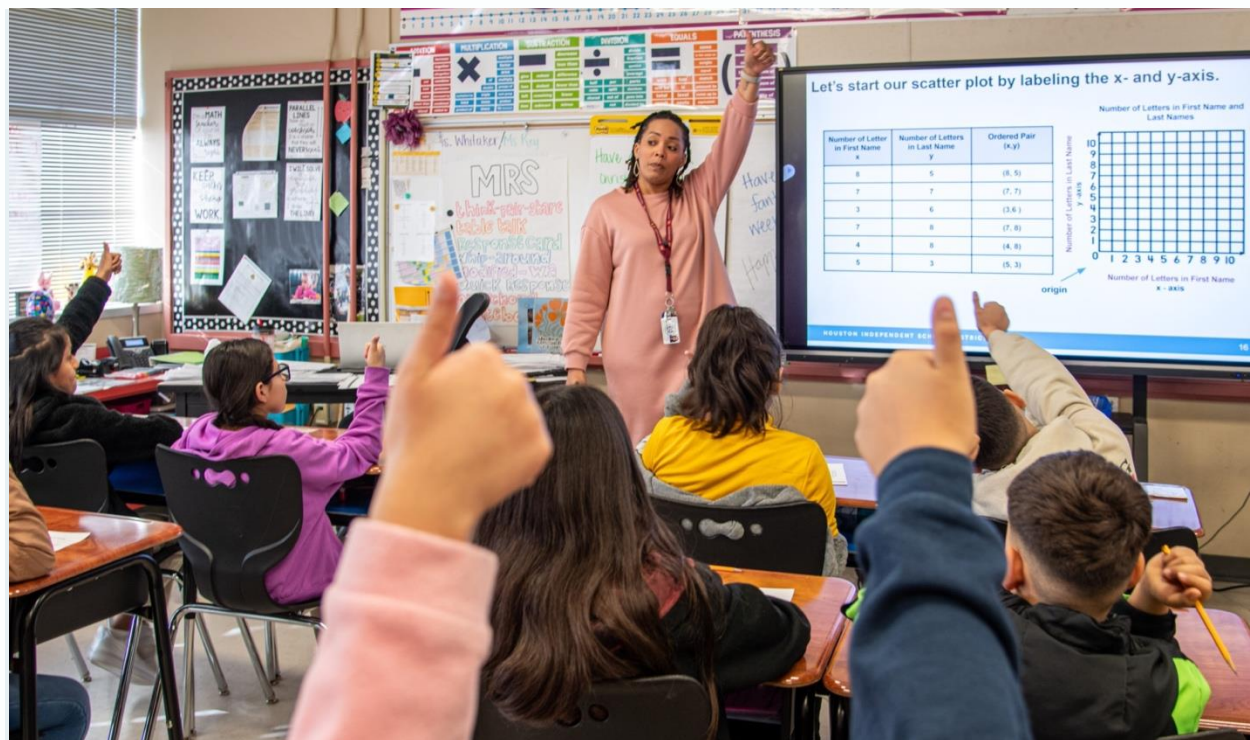
1. **Student Academic Outcomes:** As described in Chapter 2, the target distribution is applied by Group to determine points given for student academic outcomes. If a teacher falls into multiple Groups, they will receive a weighted average of their points across those groups (weighted by number of students).
2. **Quality of Instruction:** A target distribution is applied to total quality of instruction points to determine points given in the evaluation. All teachers are on the same target

distribution here given that the spot form and corresponding specialty guidance are designed for equitable application across grades and contents.

3. **Planning and Professionalism and Campus Action Plan:** There is no target distribution applied to these components; teachers receive the points they earn as detailed in Chapters 3 and 4 above.
4. **Final target distribution:** Once all points are added for each teacher to determine the **summative rating**, two final target distributions (one for tested or Group A-E teachers, one for Group F teachers) are run to determine final **effectiveness level**. If teachers fall into Group F and another Group, they are counted in the first target distribution.

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.





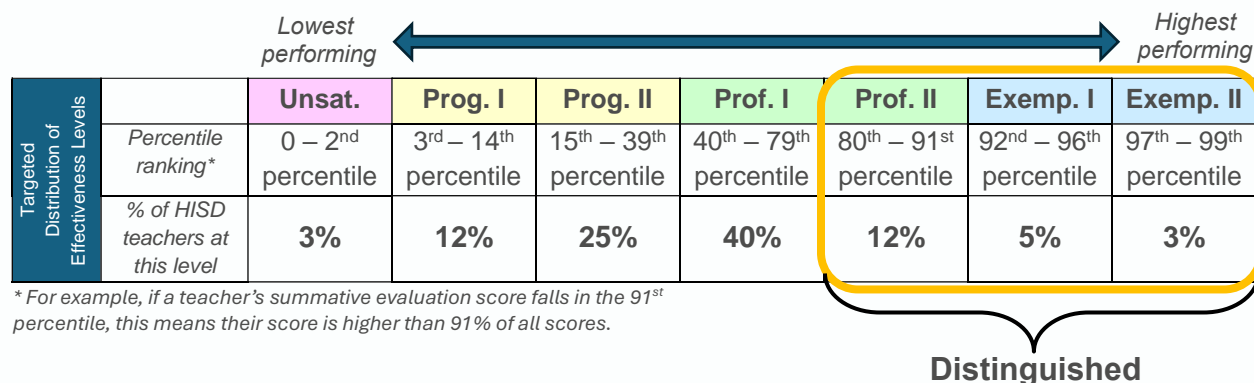
## CHAPTER 6: DISTINGUISHED TEACHER REVIEW (DTR)

We firmly believe that every HISD teacher should aim to be an effective teacher. Thus, they should seek to earn an evaluation rating of “Proficient I” or higher. Clearly, the ability to raise student academic outcomes and deliver quality instruction are the two most important factors in the HISD teacher evaluation system. Still, there are other factors such as leadership, lifelong learning, contributions to the profession, and student impact that we acknowledge distinguishes a teacher as more than proficient. By recognizing these factors, in addition to student academic outcomes and quality of instruction, HISD demonstrates its commitment to elevating the teaching profession by recognizing and rewarding Distinguished Teachers for their commitment to their schools, students, and the broader profession.

The **Distinguished Teacher Review (DTR)** process embedded within the Teacher Excellence System (TES) seeks to recognize exceptional educators who demonstrate outstanding behaviors and actions. Teachers who earn a “Distinguished” designation gain access to higher effectiveness levels, and thus increased compensation, additional district leadership and influence opportunities, and public recognition for their impact.

## OVERVIEW OF DTR

Distinguished teachers are those who, after an evidence-based review process, have been awarded an effectiveness level of Proficient II or higher. A Distinguished Teacher Review (DTR) process is used to make this determination.



The DTR begins in February with an initial invitation to apply for the Distinguished Teacher Review. Thereafter, the application window remains open for 30 days. The application material received is then blindly reviewed by a DTR Team who are trained to allocate DTR points using the specified rubric. Applicants can receive up to 20 points that are added to their EOY summative rating. Once EOY data for the application year has been finalized, awardees who remain eligible are notified of their points allocation and Distinguished Teacher designation, if applicable.

## INVITATION TO DTR

Teachers who meet the following criteria will be notified of their eligibility to apply for DTR late Spring –

### Requirement 1

The average Spot Observation scores from September – January falls in the top 30% of HISD

**AND**

### Requirement 2

Groups A-D & F: MOY Student Academic Outcome data is in the top 30% of HISD

*Group E teachers do not have a MOY Student Academic Outcome data point. Therefore, they are only held to requirement 1.*

## DTR SUBMISSION REQUIREMENTS

Teachers will have the opportunity to write about and submit up to five artifacts that highlight their leadership endeavors, evidence of life-long learning, and/or contributions to the teaching profession, as these are the domains a distinguished teacher will be rated on. Teachers will utilize a web-based form to complete this task. The window for submission will remain open for 30 days to allow teachers ample time.

Before a teacher's DTR submission can be sent to the DTR team, the principal must 1) select whether they endorse or oppose the application and 2) select whether information provided by the teacher is verified or unverified. The principal may also add additional information in support of the application, though this is not required. These tasks are also completed in a web-based form. The window for principal verification extends 15 days past the closing date for teacher submission.

## DTR POINTS ALLOCATION

DTR applications undergo a blind review by three members of the DTR team using the DTR rubrics (see Appendix D). To be a member of the DTR team, an individual must receive extensive training on using the standardized DTR rubrics to ensure fairness and consistency in ratings.

The average score for each domain will be added together to determine the DTR points to be allocated to a teacher once EOY verification of eligibility is completed. A teacher may be allocated up to 20 additional points in the DTR process. This means 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 go through a review. Upon EOY verification of eligibility, DTR points are then added to the teachers EOY evaluation points, allowing them an opportunity to move into a higher rating category.

Points are allocated based on the following domains:

DTR Domain	PK-2 Teacher Maximum Allotment	3-12 Teacher Maximum Allotment
Leadership	10 points	8 points
Lifelong Learning	5 points	4 points
Contributions to the Profession	5 points	4 points
Student Survey	N/A	4 points
<b>TOTAL</b>	<b>20 points</b>	<b>20 points</b>

Pre-K through 2<sup>nd</sup> grade teachers are eligible for two additional points in the Leadership domain and one additional point in both the Lifelong Learning and Contribution to the Profession domains as K-2 teachers do not have the ability to administer a student survey. The additional points available across these three domains accounts for the four points they are unable to obtain using a student survey. See Chapter 8 for additional information on the student survey.

## DESTINGUISHED DESIGNATIONS & OTHER DTR BENEFITS

To remain eligible to receive allocated DTR points, the following criteria must be met at the conclusion of the application year.

1. A teacher participated in the EOY Student Survey (See Chapter 8)
2. A teacher's EOY Student Academic Outcome data is in the top 30% of HISD



3. A teacher's EOY Quality of Instruction data is in the top 30% of HISD

Any teacher who has applied to DTR and met the requirements above will be awarded their DTR points. However, only the top 20% of HISD teachers receive a "Distinguished Teacher" designation. A teacher cannot earn an effectiveness level of Proficient II or higher without undergoing the Distinguished Teacher Review (DTR) process. Even if a teacher's evaluation rating qualifies them for these categories, they will be capped at Proficient I unless they participate the DTR process.

Distinguished Teacher designations and DTR point allocations are shared with awardees at the beginning of the following school year (once all end-of-year data has been finalized).

### 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. Certified evaluators will be equipped to assess both general education classrooms and specialized content areas (e.g., SPED, multilingual, fine arts) at their school level (ES, MS, or HS) to ensure fair and contextually appropriate evaluations. 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. To maintain the integrity of the calibration assessment, all assessments will be conducted in a secure, monitored testing environment with randomized video selections, ensuring fairness and preventing potential misuse.

The process is designed to ensure that every evaluator is equipped with the knowledge, resources, and skills necessary to provide fair, accurate, and growth-oriented feedback. Rooted in the belief that teachers are catalysts for student success, our process emphasizes support and continuous learning for evaluators, enabling them to align with the district's high standards and instructional priorities. Through comprehensive training, evaluators engage with diverse classroom scenarios, participate in high-quality discussions, and receive practical examples to deepen their understanding. Multiple opportunities are provided for evaluators to seek clarity, refine their skills, and ensure calibration with the TES rubric. This collaborative and structured approach not only strengthens the evaluators' ability to assess instructional practices effectively, but also fosters a culture of collective agency, where every educator's contributions drive campus-wide success. As evaluators grow in their roles, their ongoing development is supported through continued professional learning, multiple calibration exercises, and access to resources that ensure their feedback remains aligned, actionable, and impactful. Ultimately, the certification process reflects HISD's commitment to supporting both teachers and evaluators in their shared mission to elevate student achievement.

## **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) general evaluator expectations, b) spot calibration and high-quality instruction, and c) 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. Training will include a variety of classroom videos representing different grade levels, and contents, as well as diverse student populations to ensure comprehensive evaluator readiness.

### **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, evaluators must meet the following criteria:

- **General evaluator expectations:** Evaluators at HISD must pass a brief, 10-question multiple-choice assessment that ensures evaluators act with the values of HISD leaders. This includes, but is not limited to, providing clear, direct feedback in an emotionally intelligent manner.
- **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:
  - For each video, the evaluator’s rating must be within  $\pm 2$  points of the TES Calibration Team’s exemplar rating.
  - Across all three videos, the sum of the evaluator’s rating is within  $\pm 1.5$  points of the TES Calibration Team’s exemplar ratings.
  - When comparing each section of the spot form across all three observation ratings, the evaluator’s ratings are within  $\pm 1$  point of the TES Certification Team’s exemplar rating (e.g., Planning, Engage and Deliver).
- **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 dimensions of the rubric and the average score differs by no more than 1.5.

If an evaluator fails one or any of the tasks, they may retake the assessment for the task(s) that they failed. If an evaluator does not pass one or any tasks, they will receive targeted coaching and resources to strengthen their skills before retaking the assessment. HISD is committed to supporting evaluators throughout this process. 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 required to attend additional training, coaching, and evaluation by the district, Chief of Schools, and/or Division Chief.

### 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

Updated March 17<sup>th</sup>, 2025

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.

Overall, all evaluators are expected to demonstrate emotional intelligence, professionalism, and a commitment to growth in every interaction with teachers. To prevent over-scoring or leniency, evaluators will receive training on identifying unconscious biases and maintaining objective assessments.





## 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.

However, if a teacher applies to the DTR, they will need to opt into the spring student survey as your spring data will be used as part of the opt-in DTR application for teachers who teach grades 3-12. The option will be also provided for other teachers not applying for DTR to opt-in to student survey. 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 for Non-DTR applicants:** Teachers will have the opportunity to opt into the student survey, administered in the fall and spring, to gather feedback directly from their students as part of their professional growth and reflection. Survey results will only be used if the teacher is eligible for the Distinguished Teacher Review (DTR).

2. **Distinguished Teacher Review (DTR) Applicants:** Grades 3-12 teachers who are looking to earn DTR points must administer the student survey in the spring. Results from the student survey can account for up to 3 out of the 20 additional DTR points. See rubric for DTR point allocation. If a DTR applicant does not administer the student survey in the spring, any DTR points they would have earned will be forfeited. While not required for DTR, prospective applicants may choose to opt into a fall student survey administration. Fall student survey data is not used for DTR point allocations and a teachers will not be notified of their eligibility to apply for DTR at the time of fall administration. 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. To support comprehension, the survey can be read aloud in multiple languages via the platform to support understanding and equitable participation. Additionally, students will have access to visual aids, simplified instructions, vocabulary definitions, and examples to help clarify survey concepts, reducing barriers to participation. Students who receive accommodations and/or are identified as special education students will receive the same accommodations and support they typically receive during assessments, ensuring equitable access to the survey. This may include extended time, alternative formats, or additional assistance as needed. To further uphold the integrity of the survey process, it will not be administered by the student's teacher of record. Proctors will receive training on how to administer the survey in an inclusive and supportive manner, ensuring that each student feels confident and comfortable during the process. This approach minimizes potential biases and ensures that students feel comfortable providing honest feedback. Our goal is to create an environment where every student's voice can be heard, without barriers limiting their ability to share their experiences.

**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 Academic Outcomes 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 Academic Outcomes 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 academic outcomes 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 academic 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 (including but not limited to, a follow up email with key points discussed)
- 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 (including but not limited to, meeting notes, email summary of the conversation, or confirmation from your evaluator). and b) specific information, evidence, or context to help understand the specificities of the situation.

- A response must be provided 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 normed solution with the Division Chief. If your principal 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; it is part of the standard appeal process

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 Academic Outcomes score. A transfer to a new position or a new campus may result in teachers not having students on their rosters for 60 days. When this occurs, a teacher would not receive a middle of year Student Academic Outcomes score but rather would receive 100% of their Student Academic Outcomes data 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."

*Updated March 17<sup>th</sup>, 2025*

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 ACADEMIC OUTCOMES 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 academic outcomes data will be credited as **0 points** towards the teacher's (and LEADer's) Student Academic Outcomes 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

<b>Planning: Instructional Planning and/or Internalization</b> <i>These indicators are designed to be assess the actions teachers take prior to instructional delivery, which may include, but is not limited to, lesson internalization in PLCs and/or other planning conferences and/or deliverables.</i>			
Key Indicators	<b>0.0</b> <i>Less than 50% of the time</i>	<b>0.5</b> <i>Typically ~50-79% of the time</i>	<b>1.0</b> <i>Typically 80% or more of the time</i>
Standards Alignment	The teacher is <b>inconsistent</b> with ensuring alignment between instructional materials and state standards.	The teacher ensures alignment between instructional materials and state standards the <b>majority</b> of the time.	The teacher <b>consistently</b> plans to ensure alignment between instructional materials (including assessments) and state standards.
Lesson Objectives Alignment	The teacher is <b>inconsistent</b> with ensuring instructional activities are aligned to the lesson objective.	The teacher ensures instructional activities in the lesson are aligned to the lesson objective <b>most</b> of the time.	The teacher <b>consistently</b> plans to ensure <b>all</b> instructional activities align to the lesson objective
Planning for Pacing and At-Bats	The teacher <b>rarely, inconsistently, or never</b> plans for pacing that gets to objective quickly and allows for multiple at-bats.	The teacher plans for pacing that gets to objective quickly and allows for multiple at-bats <b>most</b> of the time.	The teacher <b>consistently</b> plans for pacing that gets to objective quickly and allows for multiple at-bats.
Planning for Misconceptions	The teacher <b>rarely, inconsistently, or never</b> identifies common student misconceptions ahead of the lesson.	The teacher identifies common student misconceptions <b>most</b> of the time ahead of the lesson.	The teacher identifies common student misconceptions <b>and</b> pre-plans targeted instructional moves to address them <b>most</b> of the time ahead of the lesson.
Planning to Meet Diverse Needs	The teacher <b>rarely, inconsistently, or never</b> plans to differentiate and/or scaffold instruction for specified student groups.	The teacher finds opportunities to differentiate and/or scaffold instruction for specified student groups <b>most of the time</b> .	The teacher <b>consistently</b> plans opportunities to differentiate and/or scaffold instruction for specified student groups.
Reflective Planning	The teacher <b>rarely or never</b> uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher <b>occasionally</b> uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher <b>consistently</b> uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.
Intervention	The teacher <b>does not</b> utilize district-required and/or other high-quality intervention and/or digital resources.	The teacher <b>inconsistently</b> utilizes district-required and/or other high-quality intervention and/or digital resources.	The teacher <b>consistently</b> utilizes district-required and/or other high-quality intervention and/or digital resources.
Plans for Student Ownership	The teacher <b>rarely or never</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher <b>inconsistently</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher <b>consistently</b> plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).

<b>Professionalism: High-Performance Culture</b>			
Key Indicators	<b>0.0</b> <i>Less than 50% of the time</i>	<b>0.5</b> <i>Typically ~50-79% of the time</i>	<b>1.0</b> <i>Typically 80% or more of the time</i>
Campus Culture Participation	The teacher <b>rarely</b> contributes to a positive school culture.	The teacher contributes to a positive school culture <b>most</b> of the time.	The teacher <b>consistently and productively</b> contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan.
Growth Mindset	The teacher <b>rarely or never</b> approaches challenges with persistence and effort, <b>and/or struggles</b> to see challenges as opportunities to learn.	The teacher approaches challenges with persistence and effort <b>or</b> sees challenges as opportunities to learn <b>most</b> of the time.	The teacher <b>consistently</b> approaches challenges with persistence and effort <b>and</b> sees challenges as opportunities to learn.
Response to Feedback	The teacher <b>struggles</b> to consistently engage in meaningful, productive discussions about feedback.	The teacher engages in meaningful, productive discussions about feedback <b>most</b> of the time.	The teacher <b>consistently</b> engages in meaningful, productive discussions about feedback <b>and</b> proactively seeks it.

<b>Professionalism: Expectations</b>			
Key Indicators	<b>0.0</b> <i>Less than 50% of the time</i>	<b>0.5</b> <i>Typically ~50-79% of the time</i>	<b>1.0</b> <i>Typically 80% or more of the time</i>
Timeliness	The teacher is <b>inconsistent</b> with timeliness to work and/or scheduled meetings.	The teacher is <b>typically</b> on time to work and scheduled meetings, with some rare exceptions.	The teacher is <b>consistently</b> on time to work <b>and</b> all scheduled meetings.
Attendance	The teacher is <b>inconsistent</b> with adhering to attendance requirements and rules.	The teacher is <b>typically</b> on time to work and scheduled meetings, with some rare exceptions.	The teacher <b>consistently</b> adheres to the attendance requirements and rules
Adherence to Deadlines	The teacher <b>struggles</b> to meet deadlines set by their supervisor(s) and/or district.	The teacher meets deadlines set by their supervisor(s) and district <b>most of the time</b> .	The teacher <b>consistently</b> meets deadlines set by their supervisor(s) and district.
Respectful Workplace Behaviors	The teacher <b>struggles</b> to model respect for others when interacting with students, parents, staff, and/or the community.	The teacher models respect for others when interacting with students, parents, staff, and the community <b>with some coaching</b> .	The teacher <b>consistently</b> models respect for others when interacting with students, parents, staff, and the community <b>without or with limited coaching</b> .

## APPENDIX D: DTR RUBRIC

<b>Leadership</b> A Distinguished Teacher serves as a role model and leader for peers across their campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.			
0 points	1-3 points	4-6 points	7-8 points
<ul style="list-style-type: none"> <li>No evidence of leadership in student activities, among staff, or family and community engagement described at right.</li> </ul>	<ul style="list-style-type: none"> <li>Assists with and/or assumes a student-facing leadership role in co-curricular or extra-curricular activities that impact some student lives and that requires a limited preparation time per month.</li> <li>Takes on some formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require limited preparation time.</li> <li>Participates in initiative(s) related to school improvement or goals that go beyond the scope of their duties.</li> <li>Shares ideas on more effective ways to accomplish goals and improve the campus and/or district.</li> <li>Collaborates and/or problem solves effectively with other teachers or teams.</li> <li>Speaks up sometimes in meetings, helping to make sense of information and contributing to professional dialogue and problem solving.</li> <li>Demonstrates broad perspective and understanding of the interests of some different groups or parts of the campus.</li> <li>Participates in parental and/or community involvement at the campus that impact some families.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes a student-facing leadership role in co-curricular or extra-curricular activities that impact some student lives and that requires a substantial amount of preparation time per month.</li> <li>Takes on some formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require substantial preparation time.</li> <li>Takes on some leadership role at campus in improving instructional practices.</li> <li>Leads an initiative(s) related to school improvement or goals that goes beyond the scope of their duties.</li> <li>Challenges the status quo, in a productive manner, seeking more effective ways to accomplish goals and improve the campus and/or district.</li> <li>Relays information and/or collaborates with other teachers or teams to help the campus make sense of information and identify problems.</li> <li>Speaks up consistently in meetings, helping to make sense of information and contributing to professional dialogue and problem solving.</li> <li>Demonstrates broad perspective and understanding of the interests of many different groups or parts of the campus.</li> <li>Establishes opportunities for parental and/or community involvement at the campus that impact some families.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes significant student-facing leadership roles in co-curricular or extra-curricular activities that impact many student lives and that requires a significant amount of preparation time per month.</li> <li>Takes on significant formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require significant preparation time and this work has had a positive impact amongst staff as demonstrated by qualitative and/or quantitative data.</li> <li>Takes on significant leadership role at campus in improving instructional practices.</li> <li>Establishes and leads a significant initiative(s) related to school improvement or goals that goes beyond the scope of their duties.</li> <li>Challenges the status quo, in a productive manner, leading to implementation of more effective ways to accomplish goals and improve the organization.</li> <li>Collaborates with others to help the campus make sense of information, identify and resolve problems, <u>and</u> improve practice or policy, taking an active role in change-making beyond the scope of their duty.</li> <li>Helps to effect change in ways that secure staff cooperation and advances the goals of the organization.</li> <li>Establishes and leads significant parental and community involvement that improves campus practice as demonstrated by qualitative and/or quantitative data.</li> </ul>

Contributions to the Profession		
A Distinguished Teacher contributes to the improvement of instructional practice of other teachers and/or impacts education policy at the campus, district, state or national level.		
0 points	1-2 points	3-4 points
<ul style="list-style-type: none"> <li>No evidence of sharing ideas or resources to advance the profession.</li> <li>No evidence of developing other professionally provided.</li> </ul>	<ul style="list-style-type: none"> <li>Shares some work and/or ideas that advance the profession beyond the campus.</li> <li>Contributes somewhat to an initiative, team, committee, or board at the district, state, or national level, to improve or influence educational practices or policies.</li> <li>Plays some role in mentoring and/or providing feedback to teachers and/or student teachers.</li> <li>Develops and/or delivers formal professional development at the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Shares significant work and/or ideas that advance the profession beyond the campus (i.e., through published journals, books, websites, articles, etc.).</li> <li>Contributes significantly to an initiative, team, committee, or board at the district, state, or national level, to improve or influence educational practices or policies that have an impact beyond the school or district.</li> <li>Plays a significant role in mentoring and/or providing feedback to teachers and/or student teachers.</li> <li>Formally teaches other professionals beyond the campus level.</li> </ul>

Lifelong Learning		
A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve their campus practice, showing a commitment to team innovation and growth.		
0 points	1-2 points	3-4 points
<ul style="list-style-type: none"> <li>No evidence of participating in relevant coursework at an institution of higher learning or other professional program.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in relevant coursework at an institution of higher learning OR participates in other professional programs.</li> <li>Has obtained some certification(s) and/or advanced degree(s) related to education or the content/course they teach.</li> </ul>	<ul style="list-style-type: none"> <li>Has obtained National Board Certification.</li> <li>Has obtained rigorous certification(s) and/or advanced degree(s) related to education or the content/ course they teach.</li> </ul>

Student Impact					
A Distinguished Teacher's impact is most critical at the student level. As such, student surveys are used to identify strengths and areas for improvement related to teacher effectiveness. This feedback complements other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations and values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.					
Key Topics	0 points	1 points	2 points	3 points	4 points
Classroom Climate	<ul style="list-style-type: none"> <li>The teacher's percentile ranking falls below the 60<sup>th</sup> percentile for all topics surveyed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's percentile ranking falls at or above the 60<sup>th</sup> percentile for 1 of the topics surveyed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's percentile ranking falls at or above the 60<sup>th</sup> percentile for 2 of the topics surveyed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's percentile ranking falls at or above the 60<sup>th</sup> percentile for 3 of the topics surveyed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's percentile ranking falls at or above the 60<sup>th</sup> percentile for 4 of the topics surveyed.</li> </ul>
Student-Teacher Relationships					
Pedagogical Effectiveness					
Rigorous Expectations					
Classroom Engagement					

# APPENDIX E: SPOT FORM

SY24-25 Core HISD Spot Observation Form - Feb 2025 Update						
Teacher:						
Campus:			Date:			
Grade level:			Time:			
Observer:			Content:			
				<i>Circle # of points earned:</i>		
<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. 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. <i>Lesson promotes productive struggle.</i>			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>		
<b>Praise:</b>						
<b>Polish:</b>						
<b>Question:</b>						
<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	<p>English or Spanish</p> <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	<p>If growth in in Spanish only, 0.5 point</p> <p>If growth in English only, 1.0 point</p> <p>If growth in BOTH Spanish and English, 1.5 point</p>
2	mClass DIBELS	English Only (Required for NES only)	
2-5	NWEA MAP Reading	English and Spanish	<p>If growth in in Spanish only, 0.5 point</p> <p>If growth in English only, 1.0 point</p> <p>If growth in BOTH Spanish and English, 1.5 point</p>
K-5	NWEA MAP Math	<p>English or Spanish</p> <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 Spot Specialty Guidance

The Spot Specialty Guidance provides specialized observation guidance for various classroom contexts across HISD. It serves as a companion to the Core Spot Form, offering targeted criteria for success in unique instructional settings, such as gifted and talented, multilingual, special education, fine arts, and advanced coursework. This resource ensures that spot observations are tailored to accurately reflect instructional excellence in diverse learning environments. The SY25-26 version is undergoing revisions based off feedback from this school year and will be updated no later than July of 2025. See here: [SY24-25 Spot Specialty Guidance](#)

## APPENDIX H: 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