

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

September 7, 2023

5:00 P.M. – BOARD AUDITORIUM – OPEN SESSION

- **CALL TO ORDER**
- **SPEAKERS TO AGENDA ITEMS**
- **PRESENTATION OF WORK SESSION TOPICS**
- **PREVIEW SEPTEMBER 14 AGENDA PACKET**
- **CONSIDERATION AND APPROVAL OF AGENDA ITEM**
- **RECESS TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE**
- **RECONVENE IN OPEN SESSION**
- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**

WORK SESSION TOPICS

- First Week Of School
- Data Presentation: STAAR Data
- Initial Quality Of Instruction Data
- Student Enrollment
- School Safety
- Preview September 14 Draft Agenda Packet
 - District Compensation Manual
 - Director Appointment To The Public Facility Corporation Board
 - Minutes From Previous Meetings
 - Upgrades To The Swimming Pool Facilities And Replacement Of The Running Track At Stephen F. Austin High School
 - Contract With Rice & Gardner Consultants, Inc. For Facilities Assessment And Capital Planning Services
 - Amended Resolution Ordering November 7, 2023, General Election

- Cancellation Of Elections In Unopposed Districts
- Vendor Awards
- Tax Rate For Tax Year 2023
- Exception To House Bill 3
- Revisions To Board Policy DK(LOCAL), Assignment and Schedules
- Revisions To Board Policy DFBB(LOCAL), Term Contracts: Nonrenewal

BUSINESS AGENDA

1. Consider And Take Possible Action To Approve The Resolution To Initiate The Process Of Designation As A District Of Innovation
 - Resolution To Initiate The Process Of Designation As A District Of Innovation
 - List Of Districts Of Innovation
2. Approval Of The Texas Teacher Evaluation And Support System For Teacher Appraisal And Evaluation
 - 2023–2024 Teacher Evaluation And Support System (T-TESS) For Houston Independent School District

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.

- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.

ADJOURN



9/7/2023

1.

Office of the Superintendent of Schools

Office of Legal Services

Consider And Take Possible Action To Approve The Resolution To Initiate The Process Of Designation As A District Of Innovation

The School Board is asked to consider an action to approve the resolution to initiate the process of designation as a District of Innovation.

The District of Innovation designation will allow the Houston Independent School District (HISD) to better adapt its education programs and schedules to meet the needs of students and families.

This designation will also allow HISD to compete for exceptional teaching talent and modify the academic calendar to ensure all students get the high-quality instruction time they need to read and write on grade level in every academic year.

Finally, it will allow HISD to access additional state resources and invest more efficiently in the educational tools, materials, and resources necessary to support student learning.

This board resolution serves the purposes outlined in Texas Education Code (TEC) 12.A.001 which states that consideration of designation as a District of Innovation may be initiated by a resolution adopted by the board of trustees of the district. This resolution allows the board to engage in a public hearing to consider whether the district should develop a local innovation plan for the designation of the district as a District of Innovation.

A copy of the resolution and a list of districts that have already received the District of Innovation designation are attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board adopts and approves the resolution to initiate the process of designation as a District of Innovation, effective September 8, 2023.

**RESOLUTION TO INITIATE THE PROCESS OF
DESIGNATION AS A DISTRICT OF INNOVATION**

WHEREAS, Texas Education Code (“TEC”) § 12A.001 provides that a district is eligible for designation as a District of Innovation if the district’s most recent performance rating reflects at least acceptable performance and that consideration of designation as a District of Innovation may be initiated by a resolution adopted by the board of trustees of the district;

WHEREAS, the most recent performance rating of the Houston Independent School District (HISD) under Texas Education Code 39.054 reflects at least acceptable performance; and

WHEREAS, the HISD School Board believes that increased local flexibility is in the best interest of the school district, the staff, and the students it serves;

NOW, THEREFORE BE IT RESOLVED THAT the HISD School Board hereby initiates the process of exploring and considering the designation of the District as a District of Innovation under Texas Education Code 12A.001.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held to consider whether the District should develop a local innovation plan for the designation of the District as a District of Innovation and that after the public hearing, the School Board of HISD shall appoint a committee to develop a local innovation plan or decline to pursue designation as a District of Innovation.

Adopted this 7th day of September 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Audrey Momanaee
Board President

Date

Angela Flowers
Board Secretary

Date

Districts of Innovation

As of August 30, 2023, the following districts have notified the Texas Education Agency (TEA) that they have adopted a local innovation plan and are designated as districts of innovation. The TEA does not have authority to approve or reject plans. Consequently, some plans may claim unallowable exemptions. If a district wishes to use any of these plans as a resource, the district should review each claimed exemption to make sure that the claimed exemption complies with the law and rules.

Abbott Independent School District (ISD)	Arp ISD	Bland ISD
Abernathy ISD	Aspermont ISD	Blanket ISD
Abilene ISD	Athens ISD	Bloomburg ISD
Academy ISD	Atlanta ISD	Blooming Grove ISD
Adrian ISD	Aubrey ISD	Bloomington ISD
Agua Dulce ISD	Austin ISD	Blue Ridge ISD
Alamo Heights ISD	Austwell-Tivoli ISD	Bluff Dale ISD
Alba-Golden ISD	Avalon ISD	Blum ISD
Albany ISD	Avery ISD	Boerne ISD
Aldine ISD	Avinger ISD	Boles ISD
Aledo ISD	Axtell ISD	Boling ISD
Alice ISD	Azle ISD	Bonham ISD
Alief ISD	Baird ISD	Booker ISD
Allen ISD	Ballinger ISD	Borger ISD
Alpine ISD	Balmorhea ISD	Bosqueville ISD
Alto ISD	Bandera ISD	Bovina ISD
Alvarado ISD	Bangs ISD	Bowie ISD
Alvin ISD	Banquete ISD	Boyd ISD
Alvord ISD	Barbers Hill ISD	Brackett ISD
Amarillo ISD	Bartlett ISD	Brady ISD
Amherst ISD	Bastrop ISD	Brazos ISD
Anahuac ISD	Bay City ISD	Brazosport ISD
Anderson-Shiro Consolidated ISD (CISD)	Beaumont ISD	Breckenridge ISD
Andrews ISD	Beckville ISD	Bremond ISD
Angleton ISD	Beeville ISD	Brenham ISD
Anna ISD	Bellevue ISD	Bridge City ISD
Anson ISD	Bells ISD	Bridgeport ISD
Anthony ISD	Bellville ISD	Broadus ISD
Anton ISD	Belton ISD	Brock ISD
Apple Springs ISD	Ben Bolt - Palito Blanco ISD	Bronte ISD
Aransas County ISD	Benavides ISD	Brookesmith ISD
Aransas Pass ISD	Benjamin ISD	Brooks County ISD
Archer City ISD	Big Sandy ISD (187901)	Brownsboro ISD
Argyle ISD	Big Sandy ISD (230901)	Brownsville ISD
Arlington ISD	Big Spring ISD	Brownwood ISD
	Birdville ISD	Bruceville-Eddy ISD
	Blanco ISD	Bryan ISD
		Bryson ISD

Buckholts ISD	Cherokee ISD	Corsicana ISD
Buena Vista ISD	Chester ISD	Cotton Center ISD
Buffalo ISD	Chico ISD	Cotulla ISD
Bullard ISD	Childress ISD	Coupland ISD
Buna ISD	Chillicothe ISD	Covington ISD
Burkburnett ISD	Chilton ISD	Crandall ISD
Burkeville ISD	China Spring ISD	Crane ISD
Burleson ISD	Chireno ISD	Cranfills Gap ISD
Burnet ISD	Chisum ISD	Crawford ISD
Burton ISD	Christoval ISD	Crockett County
Bushland ISD	Cisco ISD	Consolidated Common
Bynum ISD	City View ISD	School District (CCSD)
Caddo Mills ISD	Clarendon CISD	Crockett ISD
Calallen ISD	Clarksville ISD	Crosby ISD
Caldwell ISD	Claude ISD	Crosbyton CISD
Calhoun County ISD	Clear Creek ISD	Cross Plains ISD
Callisburg ISD	Cleburne ISD	Cross Roads ISD
Calvert ISD	Cleveland ISD	Crowell ISD
Cameron ISD	Clifton ISD	Crowley ISD
Campbell ISD	Clint ISD	Cuero ISD
Canadian ISD	Clyde ISD	Culberson County
Canton ISD	Coahoma ISD	Allamoore ISD
Canutillo ISD	Coldspring-Oakhurst	Cumby ISD
Canyon ISD	CISD	Cushing ISD
Carlisle ISD	Coleman ISD	Daingerfield-Lone Star
Carroll ISD	College Station ISD	ISD
Carrollton Farmers	Collinsville ISD	Dalhart ISD
Branch ISD	Colmesneil ISD	Dallas ISD
Carthage ISD	Colorado ISD	Danbury ISD
Castleberry ISD	Columbia-Brazoria ISD	Darrouzett ISD
Cayuga ISD	Columbus ISD	Dawson ISD (058902)
Cedar Hill ISD	Comal ISD	Dawson ISD (175904)
Celeste ISD	Comanche ISD	Dayton ISD
Celina ISD	Comfort ISD	De Leon ISD
Center ISD	Commerce ISD	Decatur ISD
Center Point ISD	Community ISD	Deer Park ISD
Centerville ISD (145902)	Como-Pickton CISD	DeKalb ISD
Centerville ISD (228904)	Comstock ISD	Del Valle ISD
Central ISD	Connally ISD	Dell City ISD
Channelview ISD	Conroe ISD	Denison ISD
Channing ISD	Coolidge ISD	Denton ISD
Chapel Hill ISD	Cooper ISD	Denver City ISD
(212909)	Coppell ISD	DeSoto ISD
Chapel Hill ISD	Copperas Cove ISD	Detroit ISD
(225906)	Corpus Christi ISD	Devers ISD
Charlotte ISD	Corrigan-Camden ISD	Devine ISD

Dew ISD
Deweyville ISD
Diboll ISD
Dickinson ISD
Dilley ISD
Dime Box ISD
Dimmitt ISD
Divide ISD
Dodd City ISD
Donna ISD
Douglass ISD
Dripping Springs ISD
Driscoll ISD
Dublin ISD
Dumas ISD
Duncanville ISD
Eagle Mountain
Saginaw ISD
Eagle Pass ISD
Eanes ISD
Early ISD
East Bernard ISD
East Central ISD
East Chambers ISD
Eastland ISD
Ector County ISD
Ector ISD
Eden CISD
Edgewood ISD (015905)
Edgewood ISD (234903)
Edna ISD
El Campo ISD
El Paso ISD
Electra ISD
Elgin ISD
Elkhart ISD
Elysian Fields ISD
Ennis ISD
Era ISD
Eula ISD
Eustace ISD
Evadale ISD
Evant ISD
Everman ISD
Excelsior ISD
Fabens ISD

Fairfield ISD
Falls City ISD
Fannindel ISD
Farmersville ISD
Farwell ISD
Fayetteville ISD
Ferris ISD
Flatonia ISD
Florence ISD
Floresville ISD
Flour Bluff ISD
Floydada ISD
Follett ISD
Forestburg ISD
Forney ISD
Forsan ISD
Fort Bend ISD
Fort Davis ISD
Fort Elliott CISD
Fort Hancock ISD
Fort Sam Houston ISD
Fort Stockton ISD
Fort Worth ISD
Franklin ISD
Frankston ISD
Fredericksburg ISD
Freer ISD
Frenship ISD
Friendswood ISD
Frona ISD
Frisco ISD
Frost ISD
Fruitvale ISD
Gainesville ISD
Galena Park ISD
Galveston ISD
Ganado ISD
Garland ISD
Garner ISD
Garrison ISD
Gary ISD
Gatesville ISD
Gause ISD
George West ISD
Georgetown ISD
Gholson ISD

Giddings ISD
Gilmer ISD
Gladewater ISD
Glasscock County ISD
Glen Rose ISD
Godley ISD
Gold-Burg ISD
Goldthwaite ISD
Goliad ISD
Gonzales ISD
Goodrich ISD
Goose Creek ISD
Gordon ISD
Gorman ISD
Grady ISD
Graford ISD
Graham ISD
Granbury ISD
Grand Prairie ISD
Grand Saline ISD
Grandfalls-Royalty ISD
Grandview ISD
Grandview-Hopkins ISD
Granger ISD
Grapeland ISD
Grapevine-Colleyville
ISD
Greenville ISD
Greenwood ISD
Gregory-Portland ISD
Groesbeck ISD
Groom ISD
Groveton ISD
Gruver ISD
Gunter ISD
Gustine ISD
Hale Center ISD
Hallettsville ISD
Hallsburg ISD
Hallsville ISD
Hamilton ISD
Hamlin Collegiate ISD
Hamshire-Fannett ISD
Happy ISD
Hardin ISD
Hardin-Jefferson ISD

Harlandale ISD	Hurst-Euless-Bedford ISD	Kilgore ISD
Harleton ISD	Hutto ISD	Killeen ISD
Harlingen CISD	Idalou ISD	Kingsville ISD
Harmony ISD	Industrial ISD	Kirbyville CISD
Harper ISD	Ingleside ISD	Klein ISD
Harrold ISD	Ingram ISD	Klondike ISD
Hart ISD	Iola ISD	Knippa ISD
Hartley ISD	Iowa Park CISD	Knox City-O'Brien CISD
Harts Bluff ISD	Ira ISD	Kopperl ISD
Haskell CISD	Iraan-Sheffield ISD	Kountz ISD
Hawkins ISD	Iredell ISD	Kress ISD
Hawley ISD	Irion County ISD	Krum ISD
Hays CISD	Irving ISD	La Feria ISD
Hedley ISD	Italy ISD	La Grange ISD
Hemphill ISD	Itasca ISD	La Joya ISD
Henderson ISD	Jacksboro ISD	La Porte ISD
Henrietta ISD	Jacksonville ISD	La Pryor ISD
Hereford ISD	Jarrell ISD	La Vega ISD
Hermleigh ISD	Jasper ISD	La Vernia ISD
Hico ISD	Jayton-Girard ISD	Lackland ISD
Hidalgo ISD	Jefferson ISD	Lago Vista ISD
Highland ISD	Jim Hogg County ISD	Lake Dallas ISD
Highland Park ISD (057911)	Jim Ned CISD	Lake Travis ISD
Highland Park ISD (188903)	Joaquin ISD	Lake Worth ISD
Hillsboro ISD	Johnson City ISD	Lamar CISD
Hitchcock ISD	Joshua ISD	Lamesa ISD
Holland ISD	Jourdanton ISD	Lampasas ISD
Holliday ISD	Judson ISD	Lancaster ISD
Hondo ISD	Junction ISD	Laneville ISD
Honey Grove ISD	Karnack ISD	LaPoynor ISD
Hooks ISD	Karnes City ISD	Laredo ISD
Howe ISD	Katy ISD	Lasara ISD
Hubbard ISD (019913)	Kaufman ISD	Latexo ISD
Hubbard ISD (109905)	Keene ISD	Lazbuddie ISD
Huckabay ISD	Keller ISD	Leakey ISD
Hudson ISD	Kelton ISD	Leander ISD
Huffman ISD	Kemp ISD	Lefors ISD
Hughes Springs ISD	Kenedy ISD	Leggett ISD
Hull-Daisetta ISD	Kenedy County-Wide Common School District (CSD)	Leon ISD
Humble ISD	Kennard ISD	Leonard ISD
Hunt ISD	Kennedale ISD	Levelland ISD
Huntington ISD	Kerens ISD	Levrett's Chapel ISD
Huntsville ISD	Kerrville ISD	Lewisville ISD
		Lexington ISD
		Liberty Hill ISD
		Liberty ISD

Liberty-Eylau ISD	Marlin ISD	Monte Alto ISD
Lindale ISD	Marshall ISD	Montgomery ISD
Linden-Kildare CISD	Mart ISD	Moody ISD
Lindsay ISD	Martin's Mill ISD	Moran ISD
Lingleville ISD	Martinsville ISD	Morgan ISD
Lipan ISD	Mason ISD	Morgan Mill ISD
Little Cypress- Mauriceville CISD	Matagorda ISD	Morton ISD
Little Elm ISD	Mathis ISD	Motley County ISD
Littlefield ISD	Maud ISD	Mount Calm ISD
Livingston ISD	May ISD	Mount Enterprise ISD
Llano ISD	Maypearl ISD	Mount Pleasant ISD
Lockhart ISD	McCamey ISD	Mt. Vernon ISD
Lockney ISD	McDade ISD	Muenster ISD
Lohn ISD	McGregor ISD	Muleshoe ISD
Lometa ISD	McKinney ISD	Mullin ISD
Lone Oak ISD	McLean ISD	Mumford ISD
Longview ISD	McLeod ISD	Munday CISD
Loop ISD	McMullen County ISD	Murchison ISD
Loraine ISD	Meadow ISD	Nacogdoches ISD
Lorena ISD	Medina ISD	Natalia ISD
Lorenzo ISD	Medina Valley ISD	Navarro ISD
Los Fresnos CISD	Melissa ISD	Navasota ISD
Louise ISD	Memphis ISD	Nazareth ISD
Lovejoy ISD	Menard ISD	Neches ISD
Lovelady ISD	Meridian ISD	Nederland ISD
Lubbock ISD	Merkel ISD	Needville ISD
Lubbock-Cooper ISD	Mesquite ISD	New Boston ISD
Lueders-Avoca ISD	Mexia ISD	New Braunfels ISD
Lufkin ISD	Meyersville ISD	New Caney ISD
Luling ISD	Miami ISD	New Deal ISD
Lumberton ISD	Midland ISD	New Diana ISD
Lyford CISD	Midlothian ISD	New Home ISD
Lytle ISD	Midway ISD (039905)	New Summerfield ISD
Mabank ISD	Midway ISD (161903)	New Waverly ISD
Madisonville ISD	Milano ISD	Newcastle ISD
Magnolia ISD	Mildred ISD	Newton ISD
Malakoff ISD	Miles ISD	Nixon-Smiley CISD
Malone ISD	Milford ISD	Nocona CISD
Malta ISD	Miller Grove ISD	Nordheim ISD
Manor ISD	Millsap ISD	Normangee ISD
Mansfield ISD	Mineola ISD	North East ISD
Marathon ISD	Mineral Wells ISD	North Hopkins ISD
Marble Falls ISD	Mission CISD	North Lamar ISD
Marfa ISD	Monahans-Wickett- Pyote ISD	North Zulch ISD
Marion ISD	Montague ISD	Northside ISD (015915)
		Northside ISD (244905)

Northwest ISD
Nueces Canyon CISD
Nursery ISD
O'Donnell ISD
Oakwood ISD
Odem-Edroy ISD
Oglesby ISD
Olfen ISD
Olney ISD
Olton ISD
Onalaska ISD
Orange Grove ISD
Orangefield ISD
Ore City ISD
Overton ISD
Paducah ISD
Paint Creek ISD
Paint Rock ISD
Palacios ISD
Palestine ISD
Palmer ISD
Palo Pinto ISD
Pampa ISD
Panhandle ISD
Panther Creek ISD
Paradise ISD
Paris ISD
Pasadena ISD
Patton Springs ISD
Pawnee ISD
Pearland ISD
Pearsall ISD
Peaster ISD
Pecos-Barstow-Toyah
ISD
Penelope ISD
Perrin-Whitt ISD
Perryton ISD
Petersburg ISD
Pettus ISD
Pewitt CISD
Pflugerville ISD
Pilot Point ISD
Pine Tree ISD
Pittsburg ISD
Plains ISD

Plainview ISD
Plano ISD
Pleasant Grove ISD
Pleasanton ISD
Plemons-Stinnett-
Phillips CISD
Point Isabel ISD
Ponder ISD
Poolville ISD
Port Aransas ISD
Port Arthur ISD
Port Neches-Groves
ISD
Post ISD
Poteet ISD
Poth ISD
Pottsboro ISD
Prairie Valley ISD
Prairiland ISD
Premont ISD
Presidio ISD
Priddy ISD
Princeton ISD
Pringle-Morse CISD
Prosper ISD
Quanah ISD
Queen City ISD
Quinlan ISD
Quitman ISD
Rains ISD
Ralls ISD
Randolph Field ISD
Ranger ISD
Rankin ISD
Raymondville ISD
Reagan County ISD
Red Lick ISD
Red Oak ISD
Redwater ISD
Refugio ISD
Ricardo ISD
Rice CISD
Rice ISD
Richardson ISD
Richland Springs ISD
Riesel ISD

Rio Grande City CISD
Rio Vista ISD
Rising Star ISD
River Road ISD
Rivercrest ISD
Riviera ISD
Robert Lee ISD
Robinson ISD
Robstown ISD
Roby CISD
Rochelle ISD
Rockdale ISD
Rocksprings ISD
Rockwall ISD
Rogers ISD
Roma ISD
Ropes ISD
Roosevelt ISD
Roscoe Collegiate ISD
Rosebud-Lott ISD
Rotan ISD
Round Rock ISD
Round Top-Carmine
ISD
Royal ISD
Royse City ISD
Rule ISD
Runge ISD
Rusk ISD
S and S CISD
Sabinal ISD
Sabine ISD
Sabine Pass ISD
Saint Jo ISD
Salado ISD
Saltillo ISD
Sam Rayburn ISD
San Angelo ISD
San Antonio ISD
San Augustine ISD
San Benito CISD
San Diego ISD
San Elizario ISD
San Felipe Del Rio
CISD
San Marcos CISD

San Perlita ISD
San Saba ISD
San Vicente ISD
Sands CISD
Sanford-Fritch ISD
Sanger ISD
Santa Anna ISD
Santa Fe ISD
Santa Gertrudis ISD
Santa Rosa ISD
Santo ISD
Savoy ISD
Schertz-Cibolo-
 Universal City ISD
Schleicher County ISD
Schulenburg ISD
Scurry-Rosser ISD
Seagraves ISD
Sealy ISD
Seguin ISD
Seminole ISD
Seymour ISD
Shallowater ISD
Shamrock ISD
Sharyland ISD
Shelbyville ISD
Sheldon ISD
Shepherd ISD
Sherman ISD
Shiner ISD
Sidney ISD
Sierra Blanca ISD
Silsbee ISD
Silverton ISD
Simms ISD
Sinton ISD
Sivells Bend ISD
Skidmore-Tynan ISD
Slaton ISD
Slidell ISD
Slocum ISD
Smithville ISD
Smyer ISD
Snook ISD
Snyder ISD
Somerset ISD

Sonora ISD
South San Antonio ISD
South Texas ISD
Southland ISD
Southside ISD
Southwest ISD
Spearman ISD
Splendora ISD
Spring Branch ISD
Spring Creek ISD
Spring Hill ISD
Spring ISD
Springlake-Earth ISD
Springtown ISD
Spur ISD
Spurger ISD
Stafford MSD
Stamford ISD
Stanton ISD
Stephenville ISD
Sterling City ISD
Stockdale ISD
Stratford ISD
Strawn ISD
Sudan ISD
Sulphur Bluff ISD
Sulphur Springs ISD
Sundown ISD
Sunnyvale ISD
Sunray ISD
Sweeny ISD
Sweet Home ISD
Sweetwater ISD
Taft ISD
Tahoka ISD
Tarkington ISD
Tatum ISD
Taylor ISD
Teague ISD
Temple ISD
Tenaha ISD
Terlingua CSD
Terrell County ISD
Terrell ISD
Texarkana ISD
Texas City ISD

Texhoma ISD
Texline ISD
Thorndale ISD
Three Rivers ISD
Three Way ISD
Throckmorton ISD
Tidehaven ISD
Timpson ISD
Tioga ISD
Tolar ISD
Tomball ISD
Tornillo ISD
Trent ISD
Trenton ISD
Trinidad ISD
Troup ISD
Troy ISD
Tulia ISD
Tuloso-Midway ISD
Turkey-Quitaque ISD
Tyler ISD
Union Grove ISD
Union Hill ISD
United ISD
Utopia ISD
Uvalde CISD
Valentine ISD
Valley Mills ISD
Valley View ISD
Van Alstyne ISD
Van ISD
Van Vleck ISD
Vega ISD
Venus ISD
Veribest ISD
Vernon ISD
Victoria ISD
Vidor ISD
Vysehrad ISD
Waco ISD
Wall ISD
Waller ISD
Walnut Bend ISD
Walnut Springs ISD
Warren ISD
Waskom ISD

Water Valley ISD
Waxahachie ISD
Weatherford ISD
Webb CISD
Weimar ISD
Wellington ISD
Wellman-Union ISD
Wells ISD
West Hardin County
CISD
West ISD
West Orange-Cove
CISD
West Rusk CISD
Westbrook ISD
Westhoff ISD
Westphalia ISD
Westwood ISD

Wharton ISD
Wheeler ISD
White Deer ISD
White Oak ISD
White Settlement ISD
Whiteface CISD
Whitehouse ISD
Whitesboro ISD
Whitewright ISD
Whitharral ISD
Whitney ISD
Wichita Falls ISD
Wildorado ISD
Willis ISD
Wills Point ISD
Wimberley ISD
Windthorst ISD
Wink-Loving ISD

Winnsboro ISD
Winona ISD
Winters ISD
Woden ISD
Wolfe City ISD
Woodsboro ISD
Woodson ISD
Woodville ISD
Wortham ISD
Wylie ISD (043914)
Wylie ISD (221912)
Yantis ISD
Yoakum ISD
Yorktown ISD
Zapata County ISD
Zavalla ISD
Zephyr ISD



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/7/2023

2.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of The Texas Teacher Evaluation And Support System For Teacher Appraisal And Evaluation

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board adopts the Texas Teacher Evaluation and Support System (T-TESS) for the 2023-2024 School Year. The superintendent has determined that this is the most appropriate way to move forward with ensuring the district can effectively, rigorously, and efficiently evaluate teachers.

The T-TESS system is the commissioner-recommended appraisal system and was developed pursuant to *Texas Education Code* §21.351. Selection of T-TESS as the official evaluation system of a school district may be done by the superintendent of each district with approval of the board. See *Texas Administrative Code* §150.1001(c).

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board adopts T-TESS as the appraisal system for teachers for the 2023-2024 school year, effective September 8, 2023.



DRAFT

2023-2024 Teacher Evaluation and Support System (T-TESS)

for Houston Independent School District

revised 3 September 2023



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The 2023-2024 HISD Teacher Evaluation and Support System (T-TESS)

3 September 2023

Introduction

The purpose of an evaluation system is to assess teacher effectiveness and support teachers in growing their effectiveness. Central to teacher effectiveness is the quality of their instruction. How well a teacher delivers instruction and engages students in a way that maximizes understanding is the leading indicator for raising student academic performance. Additionally, effectiveness is measured by how well the students learn what they are supposed to know and be able to do. If implemented rigorously, the State's T-TESS evaluation can accurately assess teacher effectiveness, especially with regard to the quality of instruction and student academic performance.

Over time, rigorous evaluation systems will enable the District to support and develop high-performing teachers who will be able to narrow opportunity gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

Evaluation of Domains

HISD will use the Texas Teacher Evaluation and Support System (T-TESS) for the 2023-2024 school year. This evaluation system requires teachers to be evaluated on four domains:

1. Planning
 - Dimension 1.1 – Standards and Alignment
 - Dimension 1.2 – Data and Assessment
 - Dimension 1.3 – Knowledge of Students
 - Dimension 1.4 – Activities

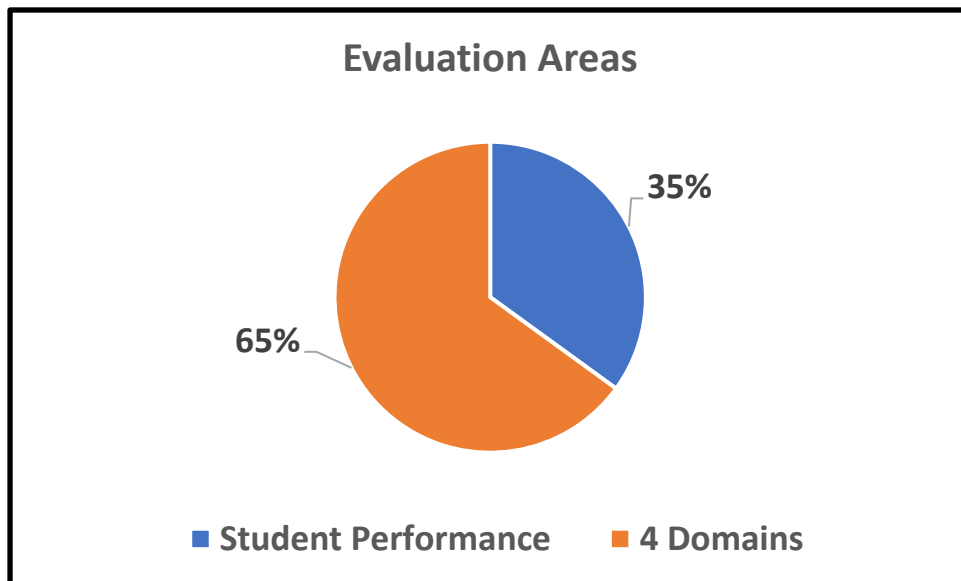
2. Instruction
 - Dimension 2.1 – Achieving Expectations
 - Dimension 2.2 – Content Knowledge and Expertise
 - Dimension 2.3 – Communication
 - Dimension 2.4 – Differentiation
 - Dimension 2.5 – Monitor and Adjust

3. Learning Environment
 - Dimension 3.1 – Classroom Environment, Routines and Procedures
 - Dimension 3.2 – Managing Student Behavior
 - Dimension 3.3. – Classroom Culture

4. Professional Practices and Responsibilities
 - Professional Demeanor and Ethics
 - Goal Setting
 - Professional Development
 - School Community Involvement

T-TESS also requires that each teacher appraisal include the performance of teachers’ students, and student performance shall count for at least 20% of a teacher’s summative score.

For the 2023-2024 school year, teachers in HISD will be evaluated on each domain and will also receive a student performance score. A teacher may earn up to 65 points for the assessment of the domains and up to 35 points for student performance.



The Commissioner’s rules concerning educator appraisal reads that the full appraisal shall include “at least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser [150.1003(b)(4)] and in accordance with the Texas Education Code section 21.352(c-1), which reads in part: “a school district shall require that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance.”

Thus, the HISD teacher evaluation will include at least one classroom observation of a minimum of 45 minutes and using the State T-TESS rubric. The appraiser will also use spot observation data to provide an overall score for each domain. [Per the T-TESS evaluation guidance, Domain 4 will include evidence gathered throughout the year that is not on a spot observation form.]

Spot observations

A copy of the spot observation form for core subject teachers can be found at Appendix A. Other spot observation forms will be provided to teachers and schools. The spot observation form includes some specific areas from Domains 1, 2, and 3. Teachers receive feedback in each of those domains. They also receive a score in each domain for each spot observation. A teacher receives up to two points for Domain 1; eight points for Domain 2; and five points for Domain 3.

A teacher will receive six spot observations from October 2023 through May of 2024. A teacher will receive no more than two spot observations in one month and no more than six observations that count toward the evaluation score. Informal observations that do not count toward the evaluation may occur more frequently. On-the-job coaching will also help provide feedback to teachers and support their growth. These daily, short observations are informal and will not be used to assess Domains 1, 2, or 3.

Spot observations are unannounced and do not have to be scheduled. They can be conducted by any certified and trained appraiser in the school, Division administrators, or the Office of Leadership and Professional Development. However, at least four of the six spot observations should be conducted by the assigned appraiser. [Exceptions to this requirement may be made if the appraiser resigns, is reassigned, or cannot conduct spot observations.]

Spot observation points for each domain are cumulative. Because a teacher receives six spot observations in the course of a year, the total points from the spot observations for Domain 1 is 12; for Domain 2 it is 48; and for Domain 3 it is 30.

T-TESS rubric domains

Section [150.1002\(c\)](#) of the Commissioner's Rules requires each teacher to be evaluated on the 16 dimensions in Domains I-IV using the following categories:

- Distinguished;
- Accomplished;
- Proficient;
- Developing; and
- Improvement needed.

HISD teachers will receive at least one formal observation in which they are assessed using the T-TESS rubric in all 16 dimensions. A teacher may receive up to five points for each dimension:

- Distinguished -- 5 pts.
- Accomplished – 4 pts.
- Proficient – 3 pts.
- Developing – 2 pts.
- Improvement needed – 1 pt.

Since there are four dimensions in Domain 1, a teacher could earn up to 20 points for Domain 1 of the T-TESS rubric. Similarly, they could earn up to 25 points for Domain 2; 15 points for Domain 3, and 20 points for Domain 4.

The T-TESS rubric score for each domain is added to the spot observation score for that domain to get a total domain score.

For example, and using **Domain 2**:

$$\begin{array}{ccc}
 \text{Up to 5 points each for} & & \text{Up to 8 points each for} \\
 \text{five Dimension} & & \text{six spot observations} \\
 \hline
 \mathbf{25 \text{ pts.}} & + & \mathbf{48 \text{ pts.}} \\
 & & \hline
 & & \mathbf{73 \text{ pts.}}
 \end{array}$$

Domain	No. of Dimensions	Possible rubric pts.	No. of spot observations	Possible spot obs. pts.	Total points per domain
1	4	20	8	12	32
2	5	25	8	48	73
3	3	15	8	30	45
4	4	20	0	0	20
Total Possible Points for the Domains					170

Notice that Domains 2 and 3 have the most points. This is intentional since the quality of instruction is the most important variable in raising student achievement.

Since, the domains comprises 65% of a teacher’s summative evaluation, we apply a simple formula to convert total points out of 170 to points out of 65. A teacher’s evaluation points for the rubric are derived by the following equation:

$$\text{T-TESS domains score} = (65 \times \text{total points}) \div 170$$

Evaluation of student performance

The T-TESS evaluation requires one or more of the following student growth measures [150.1001(f)(2)]:

- (A) student learning objectives;
- (B) student portfolios;
- (C) pre- and post-test results on district-level assessments; or
- (D) value-added data based on student state assessment results

Additionally, “If calculating a single overall summative appraisal score for teachers, the performance of teachers’ students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher’s summative score” [150.1002(e)].

We will use different student growth measures for different groups of teachers, mostly dependent upon whether a teacher teaches a tested subject.

Different groups of teachers:

- **Group A teachers:** teachers in grades 2 through 8 whose students participate in the NWEA MAP assessments in reading, math, or science. Their **SLOs** are tied to NWEA MAP assessments.
- **Group B teachers:** most kindergarten through first-grade teachers whose **SLOs** will be tied to the DIBELS assessment.
- **Group C teachers:** these are high school teachers whose students are assessed by a STAAR exam. Their growth measure is the **value-added data based on student state assessment results**.
- **Group D teachers:** these teachers teach Art of Thinking or Social Studies. Their students will take a **pre-test** in October, a mid-year exam at the end of January, and a **post-test** in May.
- **Group E teachers:** all other teachers who teach a course related to language arts, math, science, social studies, or Art of Thinking. This group comprises mostly high school teachers and ELL teachers. These teachers will create **SLOs** tied to an academic assessment that is developed by the State, nationally norm-referenced, or created by the teacher or school.
- **Group F teachers:** all other teachers. This category mostly comprises elective teachers and CTE teachers. They will write SLOs to assess student performance based on their class objectives and performance criteria.

Each group of teachers will receive a possible 35 points for student performance. However, the type of growth measure varies by teacher group. The following chart summarizes the type of student performance measure each group will use.

Group	Description	Student Growth Measure
A	2 - 8 grade teachers of reading, math, and science	SLO - NWEA MAP assessments
B	K-1 teachers	SLO - DIBELS assessments
C	9-10 teachers whose students take a STAAR exam	Value-added data from STAAR
D	3-10 Art of Thinking or Social Studies teachers	Pre-test, mid-year exam, and post-test
E	K-12 teachers of language arts, math, science, social studies, or Art of Thinking who do not fall in groups A through D	SLO – academic assessment
F	Mostly elective and CTE teachers and anyone not falling into groups A through E	SLO – student performance criteria

Student growth measures

Group A

The student growth measure for most core content teachers will be 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. For Group A teachers, the 35 student performance points are derived from three student learning objectives (SLOs):

SLO 1

Student achievement MOY				
X = Individual teacher's NWEA MOY data -- % of students who scored at least .60 annual growth in the first semester (end of the third grading period)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

SLO 2

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least .70 annual growth in the second semester				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

SLO 3

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

Group B

Kindergarten and first-grade teachers will have two SLOs focused literacy. We will use the DIBELS reading assessment to measure student performance.

SLO 1

Student achievement MOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth by the end of the first semester (end of the 3 rd grading period)				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

SLO 2

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

Group C

Group C comprises 9th and 10th grade teachers whose students take a STAAR exam. Their student growth measure is the value-added data from the STAAR results.

[Allison to fill in these two charts.]

Value-added data

Student achievement				
X = Individual teacher's				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

Value-added data

Student achievement				
X = Individual teacher's				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

Group D

Group D are the Art of Thinking and Social Studies teachers in grades 3 through 9. Their student growth measure is the pre- and post-tests results on district-level assessments. They will take the pre-test in October, a mid-year assessment in February, and an end-of-year assessment in May. The District will adjust the cut points on the charts below after the Pre-test results.

Post-test results

Student achievement MOY				
X = Individual teacher's assessment data -- % of students above meets or exceeds expectations on the mid-year exam				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Post-test results

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

Group E

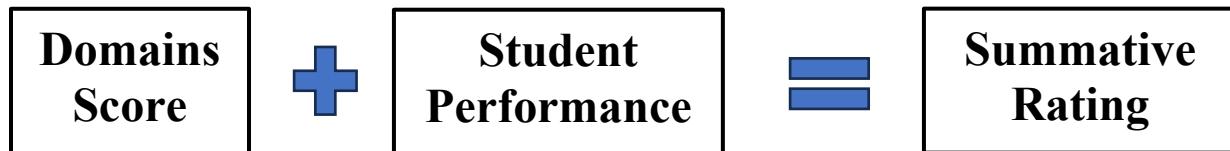
Group E comprises K-12 teachers of language arts, math, science, social studies, or Art of Thinking who do not fall in groups A through D (such as a Calculus teacher). They will have two SLOs -- one for MOY with a total of 15 points and another for EOY with a total of 20 points. They will use the SLO template for Group E to create their own SLOs that must be approved by their appraiser by October 20. See Appendix D.

Group F

Elective teachers and CTE teachers and anyone not falling into groups A through E fall into Group F. They too will have two SLOs that they create – one for MOY with a total of 15 points and another for EOY with a total of 20 points. They will use the SLO template for Group F to create their own SLOs that must be approved by their appraiser by October 20. See Appendix D.

Summative rating

The summative rating is a teacher's overall evaluation score. It is derived by adding the Domains score with the Student Performance score. Since a teacher earns up to 65 points for the Domains score and up to 35 for Student Performance, the summative rating is a number out of 100 points.



The summative rating equates to the following categories consistent with the Domains and Student Performance evaluations:

Improvement Needed	Developing	Proficient	Accomplished	Distinguished
< 50	50 - 59	60 - 72	73 - 85	86 - 100

Based on the actual results that teachers receive, the District may adjust the cutpoints outlined above before releasing summative scores in order to ensure the evaluation is neither too rigorous nor too lax.

Teacher Appeal Process

Per the Commissioner's Rules Concerning Educator Appraisal, teachers may appeal their written summaries (150.1004). The process is summarized below. (*Italicized sentences are HISD's additions to the Commissioner's rules.*)

A teacher may submit a written response or rebuttal at the following times:

1. for Domains I, II, and III after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
2. for Domain IV after receiving a written summative annual appraisal report.

Any written response or rebuttal must be submitted within 10 working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal. *The appraiser shall keep a copy of the written response in the teacher's evaluation file.*

A teacher may request a second appraisal by another certified appraiser at the following times:

1. for Domains I, II, and III after receiving a written observation summary with which the teacher disagrees; or
2. for Domain IV and for the performance of teachers' students after receiving a written summative annual appraisal report with which the teacher disagrees.

The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings of dimensions in Domains I, II, and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required. The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I-III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable. Cumulative data may also be used by the second appraiser to evaluate other dimensions.

The Commissioner's rules require each school district to adopt written procedures for determining the selection of second appraisers. *HISD's procedure is as follows: the principal of the school will select a second appraiser from the certified and trained appraisers in the school.*

The principal may also ask the Office of Professional Development and Leadership for a certified and trained administrator to act as the second appraiser.

Appraiser Certification

All teacher appraisers in HISD must be certified as outlined in [19 TAC Chapter 150 \(150.1005\)](#). The requirements are summarized below.

The teacher appraisal process requires at least one certified appraiser. Under the Texas Teacher Evaluation and Support System (T-TESS), a campus administrator includes a principal, an assistant principal, or an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification.

An individual other than a campus administrator may act as a certified appraiser if:

1. the individual has been certified by completing the training to conduct appraisals, and
2. in the case where the certified appraiser is a classroom teacher, the certified appraiser:
 - a. conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or
 - b. does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received an Advanced Education Leadership certification (administrator's certification) except as outlined above.

APPENDIX A: Core Subject Spot Observation Form

Houston ISD CORE SUBJECTS 3-10 SPOT FORM (T-TESS)			
Teacher:			
Campus:		Date:	
Grade level:		Time:	
Observer:		Content:	
Area	Instructional Characteristics	Pts. Awarded: (1, 2)	
Planning (Dimension 1)	Objective aligns with state standards and are logically sequenced		
	Objective is focused and can be accomplished in 45 min. with effective instruction		
	DOL aligns with the the objective and provides specific feedback to students		
	DOL is graded in a fluid manner that does not disrupt the transition to LSAE		
	Lessons are differentiated and groups created to support different instructional needs		
Assignments and activities encourage higher order thinking and problem solving skills			
Area	Instructional Characteristics	Pts. Awarded: (1, 2, 3, 4, 5, 6, 7, 8)	
Instruction (Dimension 2)	Instruction and activities support the objective and is focused on mastery		
	Instruction is relevant and integrates other disciplines or real-world examples		
	Direct instr. is at grade level, rigorous, and delivered in a way to maximize understanding		
	Provides opportunities for students to communicate with the teacher and peers (MRS)		
	Differentiates and scaffolds instruction to support student learning		
	Lessons are adjusted based on classroom response data		
Students read, write, discuss, and think the entire lesson			
Area	Instructional Characteristics	Pts. Awarded: (1, 2, 3, 4, 5)	
Learning Environment (Dimension 3)	The classroom is safe, inviting, and organized to support learning objectives		
	Transitions, routines, and procedures are effective and support order and learning		
	Reinforces positive behaviors appropriately and intercepts misbehavior fluidly		
	Teacher frequently engages all students and uses a variety of MRS strategies		
	Instructional pace ensures good engagement and effective use of time		
Area	Instructional Characteristics (NES and NES-A)	Not scored	
Supporting practices	Push-out occurs within 45 to 55 minutes of the start of the lesson		
	L's receive more direct instruction/extension of the lesson		
	A digital timer is used to guide pacing of the lesson		
	MRS is used every 4 minutes throughout the entire lesson		
	Transition from DOL to LSAE is brief with little to no loss of learning time		
Written Summary			
Domain 1: Areas of reinforcement			
Domain 1: Areas of refinement			

Written Summary							
Domain 2: Areas of reinforcement							
Domain 2: Areas of refinement							
Written Summary							
Domain 3: Areas of reinforcement							
Domain 3: Areas of refinement							
Written Report (after observation post-conference)							
Domain 1:							
Domain 2:							
Domain 3:							
Date of post-conference:				Date of written report:			

APPENDIX B: Appraisal Process Timeline

HISD Teacher Appraisal Process Timeline		
NLT Date	Event/ Action	Notes
3-Sep-23	Draft T-TESS Evaluation developed	Presented to the Board of Managers
7-Sep-23	Board Approves T-TESS Evaluation	
12-14 Sep	Teacher Orientation	Conducted at schools
15-17 Sep	Appraiser training	For new appraisers
23-Sep-23	Appraiser refresher	For administrators who had a certification in the 2022-2023 school year
2 Oct - 5 Jun	Appraisers conduct on-the-job coaching and spot observations	
20-Oct-23	Teachers submit Goal Setting and PD plans	
20-Oct-23	Teachers submit SLOs if required	
10-12 Nov	Appraiser training	For new appraisers
31-Jan-24	Mid-year informal conferences	Appraisers review goals and progress
1 Mar - 24 May	Formal observation window	At least 45 min.; preconference, observation, and post conference

APPENDIX C: Goal Setting and PD Plan Template

Goal Setting and Professional Development Plans

There are four parts to the Goal Setting and Professional Development Plan process:

Part I: Teacher Self-Assessment

The teacher will use data from 2023 to assess student academic needs for the 2023-2024 school year. This data will be used to develop goals, action items and professional development support tied to specific dimensions within T-TESS.



Part II: Teacher/Appraiser Planning Conference

The Planning Conference ensures that both the teacher and appraiser are clear about the goals set and actions developed to meet outcomes. It is also an opportunity for the teacher to outline the support systems needed to achieve the goals.

Part III: On-Going Goal Reflection and Reviews

The teacher will engage in professional development outlined in the teacher's plan. The teacher and appraiser will assess how the professional development plan and goals are being met so that student achievement outcomes are observed. The teacher will maintain data/evidence to track goals.

Part IV: End of Year Teacher and Appraiser Conference

This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to:

- Score Domain 4 of the T- TESS Rubric, and to discuss next year's goal(s) and professional development plan.
- Opportunity to celebrate successes
- Identify areas for growth
- Note growth that was attained in the year

All teachers will use the Goal-Setting and Professional Development plan template on the following page. Boxes will expand as you type in them.

GOAL SETTING and PROFESSIONAL DEVELOPMENT PLAN

Teacher _____	Teaching Assignment _____
Campus _____	Initial Submission Date _____
Appraiser _____	Appraisal Year _____

Part I: Teacher Self-Assessment

Data used for Academic Goals	Data used for Professional goals

Outline three goals related to T-TESS Dimensions that will direct your actions this year

GOALS	Dimension	Actions

Part II: Teacher/Appraiser Planning Conference

Summarize your understanding of goals and PD plan following the planning conference

Part III: On-Going Goal Reflection and Reviews

Describe actions or behaviors that will help you meet goals for which you would like feedback or input.

Part IV: End of Year Teacher and Appraiser Conference

Summarize outcomes, successes, and areas to improve based on this years results.

Teacher Reflection	Evaluator Reflection

Initial Conference Date _____	Appraiser Initials _____	Teacher Initials _____
Formative Review Date _____	Appraiser Initials _____	Teacher Initials _____
Formative Review Date _____	Appraiser Initials _____	Teacher Initials _____

APPENDIX D: Student Learning Objectives Template

Student Learning Objectives

Group E

Group E comprises K-12 teachers of language arts, math, science, social studies, or Art of Thinking who do not fall in groups A through D (such as a Calculus teacher). They will have two SLOs -- one for MOY with a total of 15 points and another for EOY with a total of 20 points. They will use the template on the next page to create their own SLOs that must be approved by their appraiser by October 20. The two SLOs for Group E must be tied to student achievement data resulting from an assessment. One SLO is for mid-year results for a total of 15 points. The other is for end-of-year results for a total of 20 points.

The teacher's evaluator must approve the MOY and EOY SLOs. The appraiser will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8. Thus, the more rigorous the SLO, the more points one receives. Still, in no case may a teacher be awarded more than a total of 35 points for the two SLOs.

For example:

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1	12	1.2	14.4
SLO 2	13	1	13
		Total Pts.	27
		Pts. Awarded	27

Group E -- Student Learning Objective Template

Teacher Name: _____ Subject/ course: _____

Evaluator: _____ Date SLOs approved: _____

SLO – achievement data

Student achievement MOY				
Description of achievement or performance metric:				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

SLO – achievement data

Student achievement EOY				
Description of achievement or performance metric:				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1			
SLO 2			

Total Pts.	
Pts. Awarded	

For example:

Group E -- Student Learning Objective Template

Teacher Name: ___Matthew Timberbrook___ **Subject/ course:** ___AP Calculus AB/BC___

Evaluator: ___Principal Lowry___ **Date SLOs approved:** ___1 Oct 2023___

SLO – achievement data

Student achievement MOY				
X = % of students scoring at least a 70 on the AP Calculus practice exam that AP makes. This test will be administered by the end of January 2024.				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 60$	$60 \leq X < 70$	$70 \leq X < 80$	$X \geq 80$

SLO – achievement data

Student achievement EOY				
X = % of students scoring at least a 3 on the AP Calculus AB or BC exam.				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 20$	$20 \leq X < 30$	$30 \leq X < 40$	$40 \leq X < 50$	$X \geq 50$

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1	9	1.2	10.8
SLO 2	16	0.8	12.8
Total Pts.			24
Pts. Awarded			24

Group F

Elective teachers and CTE teachers and anyone not falling into groups A through E fall into Group F. They will have two SLOs that they create – one for MOY with a total of 15 points and another for EOY with a total of 20 points. They will use the SLO template for Group F to create their own SLOs that must be approved by their appraiser by October 20.

The two SLOs for Group F must be tied to student performance data. One SLO is for mid-year results for a total of 15 points. The other is for end-of-year results for a total of 20 points.

The teacher’s evaluator must approve the MOY and EOY SLOs. The appraiser will also apply a “degree of difficulty coefficient” to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8. Thus, the more rigorous the SLO, the more points one receives. Still, in no case may a teacher be awarded more than a total of 35 points for the two SLOs.

For example:

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1	12	1.2	14.4
SLO 2	13	1	13
		Total Pts.	27
		Pts. Awarded	27

Group F -- Student Learning Objective Template

Teacher Name: _____ Subject/ course: _____

Evaluator: _____ Date SLOs approved: _____

SLO – student performance data

Student achievement MOY				
Description of achievement or performance metric:				
3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

SLO – student performance data

Student achievement EOY				
Description of achievement or performance metric:				
8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$xx \leq X < xx$	$X \geq xx$

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1			
SLO 2			

Total Pts.	
Pts. Awarded	

For example:

Group F -- Student Learning Objective Template

Teacher Name: ___ Ian Gregory _____ Elective/Course: ___ 5th/6th grade Dance _

Evaluator: ___ Tom Ashward _____ Date SLOs approved: ___ 6 Oct 2023 _____

SLO – student performance data

Student achievement MOY

In the final, individual performance exam administered in December 2023, 90% of the students will demonstrate the seven movements of dance at the proficient level as assessed by specific, outlined criteria for each dance movement.

[Only the scores of the students who have been continuously enrolled for at least 60 school days during the first semester will be counted for this SLO.]

3 pts.	6 pts.	9 pts.	12 pts.	15 pts.
$X < 75$	$75 \leq X < 80$	$80 \leq X < 85$	$85 \leq X < 90$	$X \geq 90$

SLO – student performance data

Student achievement EOY

In the final, individual performance exam administered in May 2024, 90% of the students will demonstrate eight core ballet and dance techniques at the proficient level as assessed by specific, outlined criteria for each technique.

8 pts.	11 pts.	13 pts.	16 pts.	20 pts.
$X < 20$	$20 \leq X < 30$	$30 \leq X < 40$	$40 \leq X < 50$	$X \geq 50$

SLO Assessment			
	Initial Pts.	Degree of difficulty	Pts.
SLO 1	12	1.2	14.4
SLO 2	13	1.2	15.6
		Total Pts.	30
		Pts. Awarded	30

APPENDIX E: Assessment Calendar

HOUSTON INDEPENDENT SCHOOL DISTRICT					
2023-24 HISD ASSESSMENT CALENDAR (08.21.23) v1					
FALL 2023					
Window	Assessment	Purpose	Grade	Type	Mode
SEPTEMBER 2023					
09.11 - 10.13	Reading Fluency <i>* Previous gr. 6 students who did not meet the passing standard for the 2023 Spring STAAR</i>	To identify students needing reading interventions for word reading accuracy & fluency	7	Interim	Online
09.12 - 09.22 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (09/15, 09/18, 09/22)</i>	(BOY) NWEA MAP Math	To appraise leaders/teachers, monitor progress, group students for interventions & support	K-8 First Time/ Re-testers for Algebra I	Interim	Online
09.12 - 09.22 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (09/15, 09/18, 09/22)</i>	(BOY) NWEA MAP Reading <i>*2nd grade early childhood data collection</i>	To appraise leaders/teachers, monitor progress, group students for interventions & support	2-8 First Time/ Re-testers for Eng I & II	Interim	Online
09.12 - 09.22 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (09/15, 09/18, 09/22)</i>	(BOY) NWEA MAP Science <i>Required for NES & NES-A only</i>	To appraise leaders/teachers, monitor progress, group students for interventions & support	2-8 First Time/ Re-testers for Biology	Interim	Online
09.18 - 10.20	(BOY) Circle	To collect early childhood data, monitor progress, group students for interventions & support	Pre-K	Interim	Online
09.18 - 10.20	(BOY) Dibels/Lectura <i>*Grade K dyslexia screener</i>	To collect early childhood data, monitor progress, group students for interventions & support	K-1	Interim	Online
09.25 - 10.02	Credit-By-Exam (CBE) #1	To determine if students qualify for advance grade placement and used for course credit	K-12	Interim	Online
OCTOBER 2023					
10.09 - 10.14	Preliminary SAT (PSAT) 8/9	To measure the knowledge and skills of students' learning in school; the same knowledge and skills that matter most for college and career readiness	8-9	Summative	Online
10.09 - 10.14	PSAT/NMSQT	To measure the same Reading, Writing, and Math skills students learn in the classroom; the same knowledge and skills your child needs to succeed in college and career	10-11	Summative	Online
10.09 - 10.20	Universal GT CogAT/lowa-Logramos	To qualify for the Gifted & Talented program	2	Summative	Paper
10.11	Scholastic Aptitude Test (SAT) School Day	To determine college admission & scholarships; Also used for accelerated testers to demonstrate Math/Reading skills in High School for accountability	11-12	Summative	Paper
10.16 - 10.27	Makeup Days PSAT & PSAT/NMSQT	To provide a make-up test for students who were absent	8-9 10-11	Summative	Online
10.26	Makeup Day SAT School Day	To provide a make-up test for students who were absent	12	Summative	Paper

Window	Assessment	Purpose	Grade	Type	Mode
10.30 - 11.17	Armed Services Vocational Aptitude Battery (ASVAB)	To measure developed abilities for the military and helps predict future academic and occupational success	9-12	Summative	Paper/Online
NOVEMBER 2023					
11.06 - 11.10	Credit-By-Exam (CBE) #2	To determine if students qualify for advance grade placement and used for course credit	K-12	Interim	Online
11.13 - 12.09	GT Applicants CogAT/Iowa-Logramos	To qualify for the Gifted & Talented program (applicants)	K-2 (paper) 3-12 (online)	Summative	Paper/Online
DECEMBER 2023					
12.5 - 12.15	STAAR End-of-Course (EOC) (English I, English II, Algebra I, Biology, US History) <i>*All make-ups must be completed by end of the day on Dec 15</i>	To measure end-of-year learning for first time & retesters; state and federal accountability; graduation requirement	9-12	Summative	Online
12.11 - 12.22	High School Fall Course Final Exams	To assess students' learning at the end of the semester	9-12	Summative	Paper/ Online
SPRING 2024					
JANUARY 2024					
1.10 - 1.31	(MOY) Dibels/Lectura <i>*Includes 1st grade dyslexia screener -- deadline 1.31</i>	To collect early childhood data, monitor progress, group students for interventions & support	1	Interim	Online
1.10 - 2.13	(MOY) Dibels/Lectura <i>*Grade K dyslexia screener</i>	To collect early childhood data, monitor progress, group students for interventions & support	K	Interim	Online
1.10 - 2.13	(MOY) Circle	To collect early childhood data, monitor progress, group students for interventions & support	Pre-K	Interim	Online
1.16 - 1.26 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (01/19, 01/22, 01/26)</i>	(MOY) NWEA MAP Math	To appraise leaders/teachers, monitor progress, group students for interventions & support	K-8 First Time/ Re-testers for Algebra I	Interim	Online
1.16 - 1.26 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (01/19, 01/22, 01/26)</i>	(MOY) NWEA MAP Reading <i>*2nd grade early childhood data collection</i>	To appraise leaders/teachers, monitor progress, group students for interventions & support	2-8 First Time/ Re-testers for Eng. I & II	Interim	Online
1.16 - 1.26 <i>NOTE: Campuses should reserve Mon and Fri for make-up testing (01/19, 01/22, 01/26)</i>	(MOY) NWEA MAP Science <i>Required for NES & NES-A only</i>	To appraise leaders/teachers, monitor progress, group students for interventions & support	2-8 First Time/ Re-testers for Biology	Interim	Online
1.29 - 3.08	National Assessment of Educational Progress (NAEP) *Selected Schools Sample	The Nation's Report Card; To measure the educational achievement & progress of the nation's students	4, 8, & 12	Summative	Online
FEBRUARY 2024					
2.05 - 2.16	STAAR Stand-Alone Field Test	To determine whether the questions are appropriate for inclusion in the test bank	3-8 RLA Eng. I & II	Summative	Online
2.12 - 2.16	Credit-By-Exam (CBE) #3 <i>*Not to be used for spring promotion</i>	To determine if students qualify for grade advancement and used for course credit	K-12	Interim	Online

Window	Assessment	Purpose	Grade	Type	Mode
2.19 - 3.08	Texas English Language Proficiency Assessment System - Alternate (TELPAS ALT)	To determine English Language proficiency for Special Education students with severe cognitive disabilities; State & Federal accountability	2-12 EB students	Summative	Online
2.21 - 3.08 Week 1 = 2.21 - 2.23 Week 2 = 2.26 - 3.01 Week 3 = 3.04 - 3.08 Spring Break = 3.11 - 3.15 Wrap-Up Week = 3.18 - 3.22 Reports sent to EDs = 3.26 - 3.27 TELPAS Verification Day = 3.28	Texas English Language Proficiency Assessment System (TELPAS)	To determine English Language proficiency for Emergent Bilingual (EB) students; State & Federal accountability	K-12 EB students	Summative	Online
2.21 - 3.01	Armed Services Vocational Aptitude Battery (ASVAB)	To measure developed abilities for the military and helps predict future academic and occupational success	9-12	Summative	Paper/Online
MARCH 2024					
3.04 - 3.20	Scholastic Aptitude Test (SAT) School Day (including Makeups)	To determine college admission and scholarships and used for Accelerated testers to demonstrate Math, Reading skills in High School for accountability	11-12 <i>*Accelerated testers as needed</i>	Summative	Online
3.25 - 4.26	STAAR Alternate 2 (STAAR ALT 2)	To measure end-of-year learning; state and federal accountability; designed to assess special education students with severe cognitive disorders	3-8 EOC	Summative	Paper/Online
APRIL 2024					
4.09 - 4.19	STAAR RLA STAAR EOC Eng. I & II	To measure end-of-year course learning; state and federal accountability; HS graduation requirement	3-8 Eng. I & II	Summative	Online
4.14 - 5.31	EL Reclassification Testing	To determine whether students meet exit criteria from the Bilingual or English as a second language (ESL) program	1-2 11-12	Summative	Online
4.15 - 5.10	(EOY) Dibels/Lectura <i>*Grade K dyslexia screener</i>	To collect early childhood data, monitor progress, group students for interventions and support	K-1	Interim	Online
4.16 - 4.26	STAAR SCIENCE & SS STAAR EOC Bio & US His <i>*Make-ups must be completed by end of day on April 26</i>	To measure end-of-year course learning; state and federal accountability; HS graduation requirement	5,8 Science 8 Social Studies Enrolled in Biology US History	Summative	Online
4.22 - 5.24	(EOY) Circle	To collect early childhood data, monitor progress, group students for interventions and support	Pre-K	Interim	Online
4.23 - 5.03	STAAR Math STAAR EOC Alg. I <i>*Make-ups must be completed by end of day on May 3</i>	To measure end-of-year course learning; state and federal accountability; HS graduation requirement	3-8 Math Algebra I	Summative	Paper/ Online
4.25 - 5.17	IB Exams	To demonstrate mastery of rigorous college-level material; state & federal accountability	9-12	Summative	Online

Window	Assessment	Purpose	Grade	Type	Mode
MAY 2024					
5.14 - 5.24 <i>NOTE: Campuses should reserve Mond and Fri for make-up testing (05/17, 05/20, 05/24)</i>	(EOY) NWEA MAP Math	To appraise leaders/teachers, monitor progress, group students for interventions and support	K-8 First Time/ Re-testers for Algebra I	Interim	Online
5.14 - 5.24 <i>NOTE: Campuses should reserve Mondays and Fridays for make-up testing (05/17, 05/20, 05/24)</i>	(EOY) NWEA MAP Reading <i>*2nd grade early childhood data collection</i>	To appraise leaders/teachers, monitor progress, group students for interventions and support	2-8 First Time/ Re-testers for English I & II	Interim	Online
5.14 - 5.24 <i>NOTE: Campuses should reserve Mondays and Fridays for make-up testing (05/17, 05/20, 05/24)</i>	(EOY) NWEA MAP Science <i>Required for NES & NES-A only</i>	To appraise leaders/teachers, monitor progress, group students for interventions & support	2-8 First Time/ Re-testers for Biology	Interim	Online
5.06 - 5.17	AP Exams	To demonstrate mastery of rigorous college-level material; state and federal accountability	9-12	Summative	Online
5.22 - 6.05	High School Spring Course Final Exams	To assess students' learning at the end of the semester	9-12	Summative	Paper/ Online
JUNE 2024					
6.17 - 6.24	Credit-By-Exam (CBE) #4	To determine if students qualify for advance grade levels and can be used for course credit	K-12	Interim	Online
6.18 - 6.28	STAAR End-of-Course (EOC) (English I & II, Algebra I, Biology, US History) <i>*Make-ups must be completed by end of day on June 28</i>	To measure end-of-year course learning; state and federal accountability; HS graduation requirement	Students enrolled in EOC courses	Summative	Online