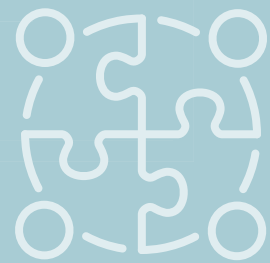

HISD



2026-2027



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Teacher



DEAR TEACHER:

HISD is undergoing the largest and most comprehensive public education transformation effort in the country. It has already begun the work to become the first large urban district to significantly narrow achievement gaps and prepare students for a Year 2035 workplace and world.

Our teachers and school leaders are paving the way and making a real difference for the students of Houston and the United States. If you are an effective teacher, or one who is willing to grow as an educational professional, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

Nearly half of our 261 schools are in the process of whole-scale, systemic reform, using HISD's New Education System ("NES") principles. The District's remaining schools also continue to adopt new practices that significantly improve the quality of instruction and help prepare students for a workplace that sets a premium on critical thinking and technological skills.

Teachers are the most critical component of the District's transformation. Students in our schools receive excellent instruction every day. Principals lead teams of trained professionals tasked with making sure every student is proficient in core skills and also experiences the arts, science and technology, and the global marketplace of ideas in our classrooms.

If you are an effective teacher, or one who is willing to grow as an educational professional, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

This is an elite team of educators singularly focused on improving student outcomes.

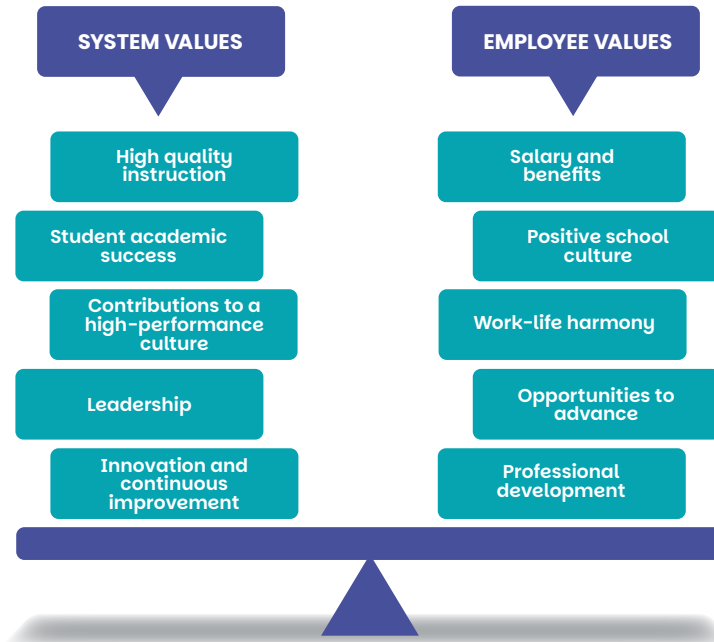
Being on an elite team begins with choices – you must choose to be on the team, and we must choose you. As a District, we can offer you an employee value proposition that is unlike any other. We want you to understand the benefits and expectations of taking a position with HISD, and we want you to make a choice that is aligned with your values and our shared district values. To ensure you can make an informed decision, we want you to understand our expectations and the core principles that govern how HISD operates.

HISD's Compensation Plan outlines benefits and salaries, which are significantly higher than those of surrounding districts. Starting salaries and base compensation in our NES schools are among the highest in the nation. Beyond compensation, we support teachers and school leaders in creating a safe and orderly environment, where discipline

is handled by administrators and teachers are allowed to teach. We offer best-in-the-nation professional development to help teachers continuously improve the quality of instruction. We have high expectations for school leaders and coach them on creating a positive school culture. And recognizing that teaching is tough work,

the District has taken steps to improve work-life harmony, with a goal of eliminating all after-school work four out of the five days in a week.

TEACHER | EMPLOYEE VALUE PROPOSITION



In our employee value proposition, creating a “high-performance culture” is a value for both sides of the balance. Here is how a high-performance culture manifests itself in HISD:

- We expect teachers to continuously improve.
- All teachers will be coached regularly and consistently. That means teachers will receive real-time and on-the-job feedback. Leaders in HISD have used the analogy of a coach on a football field. The feedback in such a scenario is usually immediate, and if players in practice are not executing plays correctly, they are coached during practice so they can improve and the entire team benefits.
- We use time efficiently and effectively. That means we expect people to be on time and to manage time well. Classes start on time, duty starts on time, the school is open on time, and meetings start on time both at campuses and district wide.
- Teachers are generally expected to be at work at least 15 minutes before their first class starts and 15 minutes after their last class ends. They are also expected to participate in Professional Learning Communities (PLCs) and at any ad hoc meeting called by the school leader. Teachers are professional exempt employees who are not paid by the hour, and therefore most obligations that occur outside the school day are covered by the base compensation schedule.
- We expect teachers and principals, as well as all other staff district-wide, to abide by the attendance policy and regulations, and we equitably enforce the policy.
- Teachers, teacher apprentices, learning coaches, and other staff members are expected to help monitor students at all times. We take the monitoring of students seriously as this is the single best way for us to ensure students are safe and learning.
- Teacher evaluation will include achievement data and compensation will be tied to teacher effectiveness.
- We expect teachers and all staff to act and speak professionally and to try to solve problems and address concerns in a productive manner.
- We expect all teachers to hold themselves accountable for meeting expectations. This accountability requires school leaders to provide the necessary support to remove barriers to success. Accountability without support leads to a climate of fear, but accountability with great support will lead to a high-performance culture. In a high-performance culture, people are held accountable, but also have the support they need to meet high expectations.

We hope this overview of our employee value proposition explains what we mean by a high-performance culture and provides clarity around both our commitments and our expectations. We recognize too that an environment of high expectations and a high-performance culture can be stressful for some people and that many will choose to work elsewhere. But it is a choice – and if you choose to work for HISD, you must own your choice and rise to the challenge. For

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School Leader



DEAR SCHOOL LEADER:

HISD is undergoing the largest and most comprehensive public education transformation effort in the country. It has already begun the work to become the first large urban district to significantly narrow achievement gaps and prepare students for a Year 2035 workplace and world.

Our teachers and school leaders are paving the way and making a real difference for the students of Houston and the United States. If you are an effective leader, or one that is willing to grow as an educational professional, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

Nearly half of our 261 schools are in the process of whole-scale, systemic reform, using HISD’s New Education System (“NES”) principles. The District’s remaining schools also continue to adopt new practices that significantly improve the quality of instruction and help prepare students for a workplace that sets a premium on critical thinking and technological skills.

Teachers are the most critical component of the District’s transformation. Students in our schools receive excellent instruction every day. Principals lead teams of trained professionals tasked with making sure every student is proficient in core skills, experiences the arts, science and technology, and engages in the global marketplace of ideas in our classrooms. This is an elite team of educators singularly focused on improving student achievement.

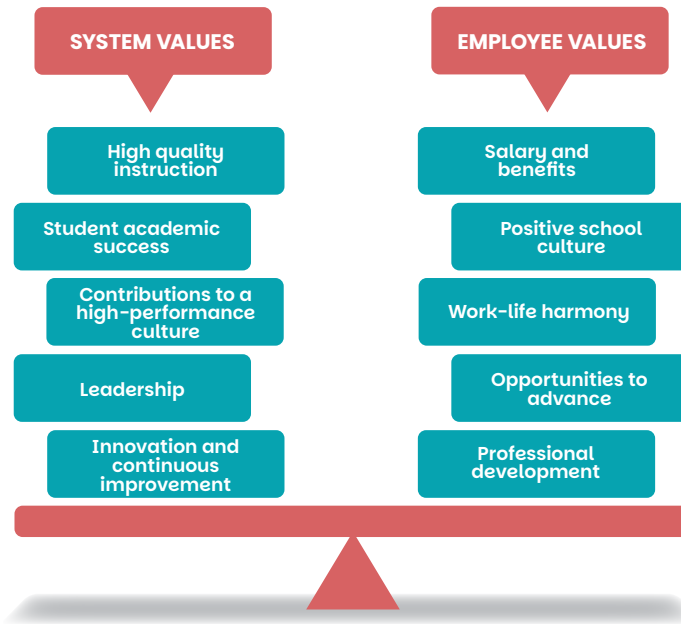
Being on an elite team begins with choices – you must choose to be on the team, and we must choose you. As a District, we can offer you an employee value proposition that is unlike any other. We want you to understand the benefits and expectations of taking a leadership position with HISD, and we want you to make a choice that is aligned with your values *and* our shared district values. To ensure you can make an informed decision, we want you to understand our expectations and the core principles that govern how HISD operates.

HISD’s Compensation Plan outlines benefits and salaries, which are significantly higher than those of surrounding districts. Starting salaries and base compensation in our NES schools are among the highest in the nation. Beyond compensation, we support teachers and school leaders in creating a safe and orderly environment, where discipline is handled by administrators and teachers are allowed to teach. We have

reorganized central office operations to address every task possible so that principals can be the instructional leaders we need them to be. We offer best-in-the-nation professional development to support continuous improvement and the quality of instruction. We have high expectations for school leaders and coach them on creating a positive school culture. And recognizing that teaching is tough work, the District has taken steps to improve work-life harmony, with a goal of eliminating all after-school work for teachers in four of the five days a week.

If you are an effective leader, or one that is willing to grow as an educational professional, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

SCHOOL LEADERS | EMPLOYEE VALUE PROPOSITION



In our employee value proposition, creating a high-performance culture is a value for both sides of the balance. Here is how a high-performance culture manifests itself in HISD for leaders:

- We expect leaders to continuously improve.
- We expect leaders to reinforce the district's vision for high quality instruction – in every class, every day.
- All teachers will be coached regularly and consistently. That means teachers will receive real-time and on-the-job feedback, most often from the principal or assistant principal. Leaders in HISD have used the analogy of a coach on a football field. The feedback in such a scenario is usually immediate, and if players in practice are not executing plays correctly, they are coached during practice so they can improve and the entire team benefits.
- Leaders should use time efficiently and effectively. That means we expect people to be on time and leaders to manage time well. Classes start on time, duty starts on time, the school is open on time, and meetings start on time both at campuses and district wide.
- Teachers are generally expected to be at work at least 15 minutes before their first class starts and 15 minutes after their last class ends. They are also expected to participate in Professional Learning Communities (PLCs) and at any

ad hoc meeting called by the school leader. Teachers are professional exempt employees who are not paid by the hour, and therefore most obligations that occur outside the school day are covered by the base compensation schedule. Leaders need to manage these obligations.

- Leaders are expected to manage school opening and closing. In our NES campuses, the school opens at 6:30am, so a Principal or Assistant principal needs to be on campus early enough to ensure duty locations are staffed, doors are unlocked, and students are welcomed into the school.
- We expect teachers and principals, as well as all other staff district wide, to abide by the attendance policy and regulations, and we equitably enforce the policy. The District will help principals reinforce the importance of teachers being in the classroom with information and consistent enforcement of attendance policies and regulations.
- School leaders are evaluated on a pay-for-performance evaluation and compensation system that differentiates compensation based on effectiveness. Teacher evaluation also includes achievement data and additional compensation will be tied to teacher effectiveness.

- We expect leaders and all staff to act and speak professionally and to try to solve problems and address concerns in a productive manner.
- We expect all teachers to hold themselves accountable for meeting expectations. As the

campus leader, this cultural value requires you to provide the necessary support to remove barriers to success. Accountability without support leads to a climate of fear. In a high-performance culture, people are held accountable, but also have the support they need to meet high expectations.

We hope this overview of our employee value proposition explains what we mean by a high-performance culture and provides clarity around both our commitments and our expectations. We recognize too that an environment of high expectations and a high-performance culture can be stressful for some people and that many will choose to work elsewhere. But it is a choice – and if you choose to work for HISD, you must own your choice and rise to the challenge. For our part, we will provide

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Executive Director of Instruction



DEAR EXECUTIVE DIRECTOR OF INSTRUCTION (EDI):

LAST AUGUST, HISD entered the second year of the most important transformation effort in the nation. Not only are we tasked with turning around one of the largest urban school districts in the country as part of the State intervention, but we are also leading systemic change in American public education.

Because the quality of instruction had long been neglected in HISD and because past leaders had failed to build a high-performance culture, we found ourselves faced with urgently building the capacity to provide good, first instruction across the entire District and supporting our leaders with laying the foundation for a culture of high expectations and continuous improvement.

In the last year and a half, we have made tremendous academic gains and have significantly improved our working culture. Still, we have a long way to go and our students have no time for slow progress – we must continue to work urgently and effectively. In particular, we must continue to improve the quality of instruction across the District and grow the capacity of principals to be instructional leaders who can also raise expectations, improve outcomes, and build a high performance culture.

In order to ensure strong implementation of a district-wide strategy, effective dissemination of professional development, the delivery of curricular and instructional supports, and the development of a culture of high expectations and accountability for outcomes, we need a strong group of Executive Directors. The remainder of this short document outlines the employee value proposition for Executive Directors in HISD.

THE VALUE PROPOSITION

The Executive Director position is demanding and tough. The EDI is responsible for everything that happens or fails to happen in the schools that they have been tasked with overseeing. The job is more than monitoring – it is leading, guiding, coaching, directing, inspiring, and owning the success or failure of each school. If a principal or a school is failing, then both the principal and the ED is accountable. We know of no other district that places this much responsibility and accountability on its instructional EDs.

While we believe that most EDIs signed up for this level of challenge, it has become clear that some were not sure how the job description would manifest itself in practice. We outline below key elements in both columns of the value proposition.

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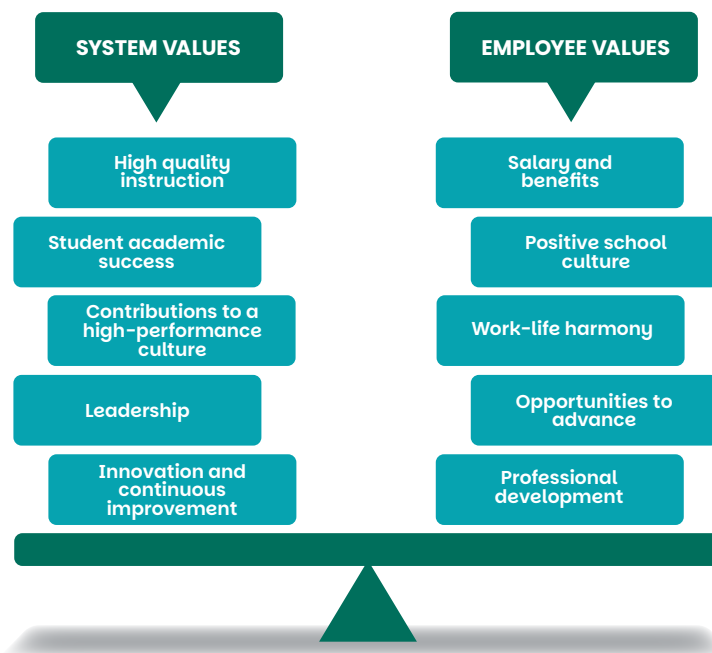
EDI | EMPLOYEE VALUE PROPOSITION

First, what EDIs can expect to gain or receive:

- HISD will provide high-quality and relevant professional development on instruction, leadership, and culture.
 - EDIs will receive training every week to support their skills and growth.
 - EDIs will receive on-the-job coaching at least weekly by senior leaders in the Area or from district-level staff.
 - EDIs can expect to become some of the top instructional leaders in the profession.
- EDIs can rely on support from various departments to help them manage the schools and ensure logistical efficacy and operational effectiveness.
- EDIs can rely on the backing of the Superintendent, the Deputy Chief, Human Resources, and the Legal Department on personnel issues.
- EDIs will receive the highest pay and benefits in the state for similar positions. EDIs earn between \$170,000 and \$195,000.
- Most important, EDIs can expect to make a real difference for school leaders, and by extension, for students. They will be part of a once-in-a-lifetime experience in a district that truly is breaking new ground and changing the American public education system.

In exchange for the high salary and the opportunity to engage in urgently important work and to build one's career, we expect the following from EDIs:

- HISD expects EDIs to support the District's vision and mission.
- EDIs will continually improve their skills and competencies.
- EDIs will be proficient instructional leaders and their main responsibility is to coach principals to improve the quality of instruction.
- EDIs will ensure the district-level training they receive is then taught to the principals.
- EDIs are expected to be "Level III" leaders who not only know instruction and provide supports, but also change adult behavior to get the outcomes the organization values.
- EDIs will implement district strategies and instructional practices with fidelity.
 - EDIs with NES schools will ensure those schools follow the NES model with fidelity – no exceptions.
 - EDIs will hold principals and teachers accountable for implementing district instructional strategies and instructional practices (within the parameters of the defined autonomy model).



EDI | EMPLOYEE VALUE PROPOSITION

- EDIs will be held accountable for one or more of their schools' failure to sufficiently improve instruction if the NES model is not being rigorously followed in the NES schools and if a school's culture is not making progress toward one of high performance.
 - Such accountability may include dismissal from the ED position.
- EDIs are expected to conduct instructional walkthroughs of each of their schools at least twice a week and as often as is necessary to improve the school.
- EDIs will take active steps to raise expectations and build a high-performance culture.
- EDIs may be removed from their position for good cause at any time during the course of the year.

This document provides key elements of the value proposition, but the specific responsibilities of the EDI position are also governed by the entirety of the employment contract, district policies and regulations, and the Employee Handbook.

Being on an elite team begins with choices – you must choose to be on the team, and we must choose you. If you join this organization or continue to serve as an EDI, you are choosing to work in a tough environment with high expectations and accountability, and with significant support. If you choose to be part of this organization, we will invest in you and seek to make you successful.

If you choose to work for HISD, you must own your choice and rise to the challenge. For our part, we will provide strong supports and leadership, and we will meet our commitments to you as a professional.



All Staff



DEAR HISD TEAM MEMBER:

HISD is undergoing the largest and most comprehensive public education transformation effort in the country. It has already begun the work to become the first large urban district to significantly narrow achievement gaps *and* prepare students for a Year 2035 workplace and world.

If you are an effective leader, committed and dedicated education professional, or willing to grow, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

Nearly half of our 261 schools are in the process of whole-scale, systemic reform, using HISD’s New Education System (“NES”) principles. The District’s remaining schools, while enjoying autonomy based on their historical performance, continue to adopt new practices that significantly improve the quality of instruction and help prepare students for a workplace that sets a premium on critical thinking and technological skills.

Students in our schools receive excellent instruction every day. Teachers are the most critical component of the District’s transformation. Principals lead teams of trained professionals tasked with making sure every student is proficient in core skills, experiences the arts, science and technology, and engages in the global marketplace of ideas in our classrooms. They are an elite team of educators.

The district needs many different people to ensure this elite team can singularly focus on improving student outcomes. It needs counselors, nurses, custodians, analysts, nutritionists and cafeteria staff, bus drivers, HR and IT experts, police, attorneys, communication professionals, community connectors, and accountants, and more. We are a complex organization of nearly 24,000 people and our 261 schools will excel when we work on their behalf.

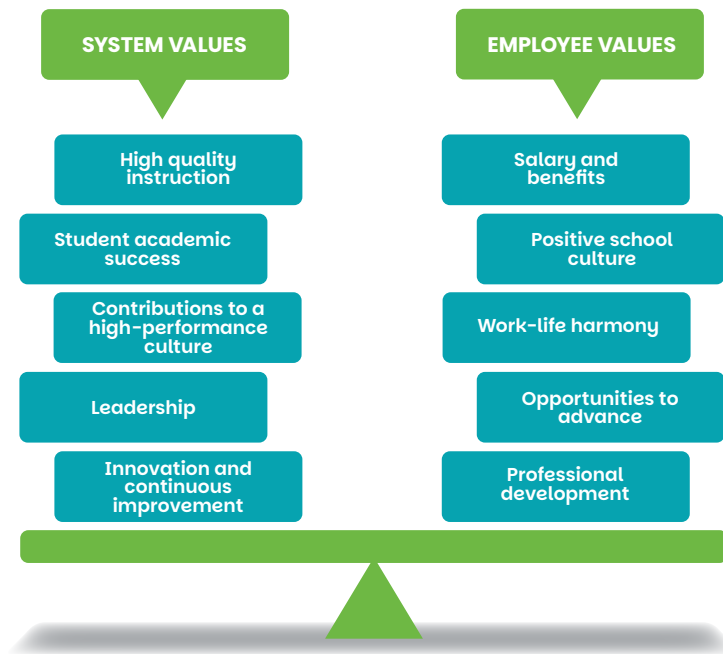
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you to understand the benefits and expectations of working at HISD, and we want you to make a choice that is aligned with your values and our shared district values. To ensure you can make an informed decision, we want you to understand our expectations and the core principles that govern how HISD operates.

If you are an effective leader, committed and dedicated contributor, or one who is willing to grow as an educational professional, and if you want to be part of a high-performance culture engaged in the most important work of our time, then we want you on the team.

HISD’s Compensation Plan outlines benefits and salaries, which are competitive to those of surrounding districts. We have reorganized central office operations to address every task possible so that principals can be the instructional leaders we need them to be. We have high expectations for everyone, and we focus on creating a high performing culture.

ALL STAFF | EMPLOYEE VALUE PROPOSITION



In our employee value proposition, creating a high-performance culture is a value for both sides of the balance. Here is how a high-performance culture manifests itself in HISD for leaders:

- We expect all employees to continuously improve.
- We expect leaders (even those who may be not immediately connected to a school) to reinforce the district's vision for high quality instruction – in every class, every day.
- All district-based staff will understand that we work in service of schools – not the other way around.
- District-based staff will receive feedback regularly and consistently, most often from a direct supervisor. Leaders in HISD have used the analogy of a coach on a football field. The feedback in such a scenario is usually immediate, and if players in practice are not executing plays correctly, they are coached during practice so they can improve and the entire team benefits.
- We expect people to be on time and leaders to manage time well.
- We expect staff district wide to abide by the attendance policy and regulations, and we equitably enforce the policy. The District will reinforce the importance of showing up for our colleagues and students and will consistently enforce the attendance policies and regulations.
- We expect leaders and all staff to act and speak professionally and to try to solve problems and address concerns in a productive manner.
- We expect everyone to hold themselves accountable for meeting expectations. We expect leaders to provide the necessary support to remove barriers to success. Accountability without support leads to a climate of fear, but accountability with great support will lead to a high-performance culture. In a high-performance culture, people are held accountable, but also have the support they need to meet high expectations.

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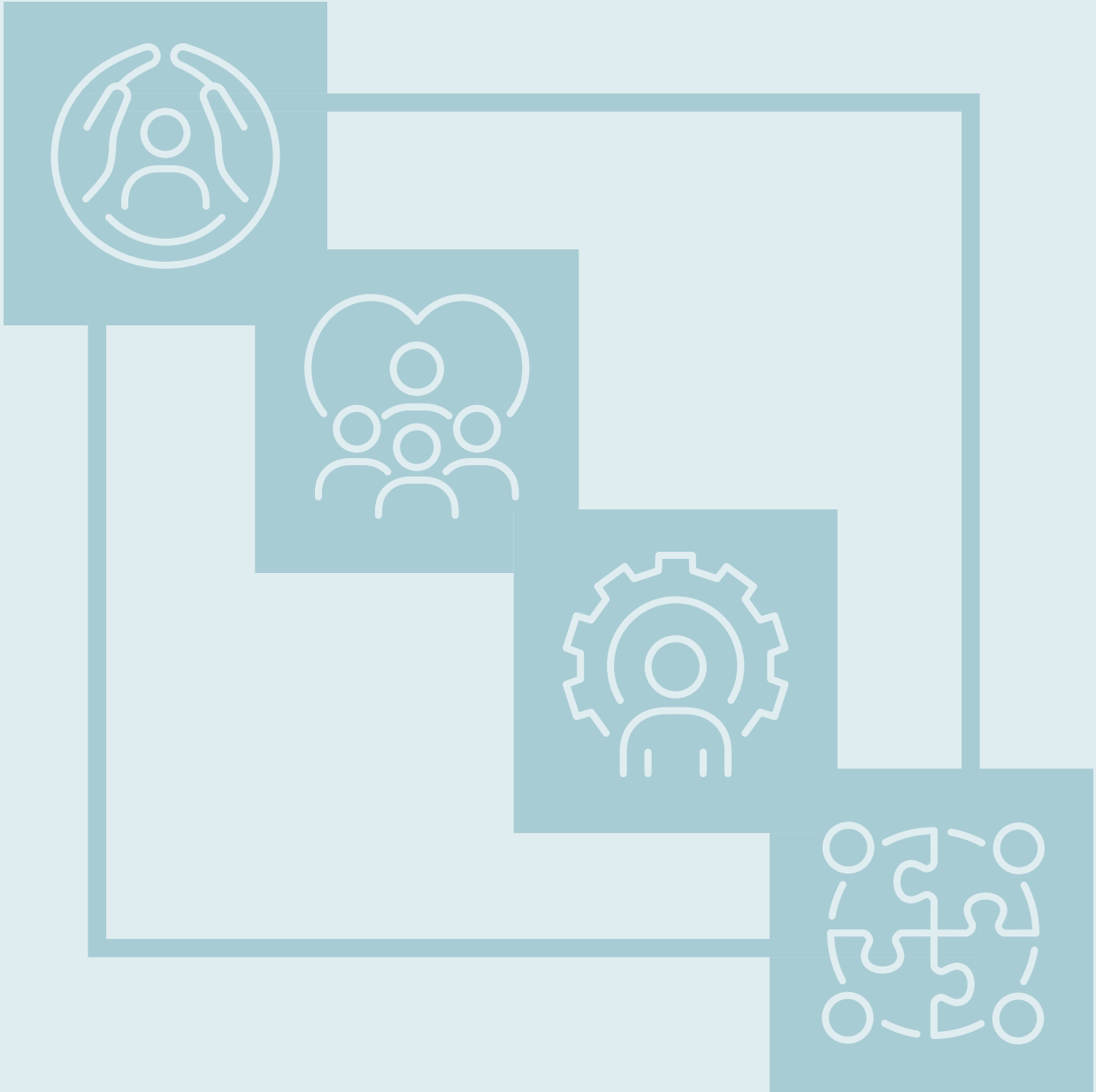
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HISD



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