
Note: The provisions below on appraisal of principals align with the appraisal practices recommended by TEA for the Texas Principal Evaluation and Support System (T-PESS) as described at <http://www4.esc13.net/tpess>.

APPRAISAL SYSTEM
— PRINCIPALS

T-PESS will be used to annually assess each principal's performance in relation to the Texas Principal Standards, which will personify continuous growth and improvement, guide self-reflection, inform professional development, and improve leadership quality.

ORIENTATION

When a principal is new to the District, a principal has never been appraised under the T-PESS, or District policy regarding principal appraisal has changed since a principal's last orientation, the principal will receive orientation regarding the T-PESS either prior to or in conjunction with the pre-evaluation conference.

SELF-ASSESSMENT
AND GOAL SETTING

The principal self-assessment and goal setting processes are interwoven and applied throughout the school year to positively impact each principal's professional practices and ultimately increase academic growth. The self-assessment provides the basis for establishing professional growth goals. The principal will set manageable, meaningful, and measurable performance goals that typically focus on the campus improvement plan, a district strategic priority, or efforts to improve a specific leadership practice or competency. In establishing goals, returning principals will review the goals and professional development plan established at the previous year's end-of-year conference.

Evidence and documentation gathered by the principal should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards.

An appraisal calendar will be given to the principal prior to the pre-evaluation conference.

PRE-EVALUATION
CONFERENCE

Each principal will submit his or her proposed goals to the principal's appraiser prior to the pre-evaluation conference.

The pre-evaluation conference will include a discussion regarding performance improvement, leadership effectiveness, and strategies to improve school productivity and student outcomes.

The pre-evaluation conference provides the opportunity for the appraiser and the principal to discuss critical topics including the principal's completed self-assessment and one to three goals aligned to the campus improvement plan and District priorities. The princi-

pal and the appraiser will agree on the data, evidence, and documentation applicable to the principal's goals. Data collection will happen throughout the evaluation cycle.

Following the pre-evaluation conference, the principal will submit final goals to the appraiser.

MIDYEAR
CONFERENCE

The midyear evaluation meeting will help the principal determine and discuss progress toward the attainment of his or her goals. At the meeting, evidence will be reviewed that is related directly to the goals. If applicable, discussion and identification of additional supports will be discussed. Adjustments to the goal setting form will be made if data, artifacts, and other evidence suggest that adjustments need to be made.

The meeting will include a review of the principal evaluation rubric and completion of the midyear progress form. The principal will be able to attach comments to the midyear progress form.

END-OF-YEAR
PERFORMANCE
CONFERENCE

Prior to the end-of-year performance conference, the principal will provide to his or her appraiser a consolidated performance assessment, consisting of a brief summary of artifacts and data related to the indicators and attainment of goals.

The end-of-year performance conference will include review of the self-assessment; the consolidated performance assessment; the appraiser's summary ratings; and, if applicable, student growth or progress measures.

Potential goals and professional development activities for the following year will be identified.

If time permits and the appraiser and principal agree on the final performance ratings and attainment of goals, then, the final evaluation and goal setting may be completed at the end-of-year performance conference. If final ratings and goal attainment are not completed, the appraiser will schedule a final evaluation and goal-setting meeting for a later date.

FINAL EVALUATION
GOAL SETTING

At the final evaluation and goal-setting meeting, the principal and evaluator will review and discuss any additional information that may be relevant to fairly and accurately assign final performance ratings, draft performance goals, and discuss recommendations and support for performance improvement for the subsequent year based on the current year results.

The appraiser and principal will sign and submit all required forms.

Note: *Include one of the sections below regarding **SUMMATIVE APPRAISAL SCORE** if the District will include a summative score in principal appraisals for the 2016-2017 school year.*

[Include the section below if the District will calculate an overall summative appraisal score and will include campus-level academic growth or progress in 2016–2017.]

STUDENT GROWTH
OR PROGRESS

Each principal appraisal will include the campus-level academic growth or progress of the students enrolled at the principal's campus based on the following growth measures:

- _____
- _____

SUMMATIVE
APPRAISAL SCORE

Each principal will be given an overall summative score, which will be based on the following calculation:

[Examples of criteria, below.]

- _____ % - Self-assessment and goal setting
- _____ % - Attainment of goals **[If a district calculates an overall summative score, state rules require a principal's attainment of goals to count for at least 20% of the summative score for a principal who has served at least one year in his or her role on the same campus, or at least 30% for a principal who is in his or her first year as principal on a particular campus.]**
- _____ % - Standards and indicators **[Describe how standards and indicators will be counted in the summative score.]**
- _____ % - Student growth or progress **[If a district calculates an overall summative score, state rules require student growth or progress to count as at least 20% of the summative score for a principal who has served two or more years in his or her role on the same campus, or at least 10% or more for a principal who has served one year in his or her role on the same campus. Student growth or progress may not be included in a summative appraisal score for a principal who is in his or her first year as principal on a particular campus.]**

The written summative annual appraisal report shall be placed in the principal's personnel file by the end of the appraisal period.

OR

[Include this section if the District will calculate an overall summative appraisal score but will not include student growth measures in 2016-2017.]

SUMMATIVE
APPRAISAL SCORE

Each principal will be given an overall summative score, which will be based on the following calculation:

[Examples of criteria, below.]

- _____ % - Self-assessment and goal setting
- _____ % - Attainment of goals ***[If a district calculates an overall summative score, state rules require a principal's attainment of goals to count for at least 20% of the summative score for a principal who has served at least one year in his or her role on the same campus, or at least 30% for a principal who is in his or her first year as principal on a particular campus.]***
- _____ % - Standards and indicators ***[Describe how standards and indicators will be counted in the summative score.]***

The written summative annual appraisal report shall be placed in the principal's personnel file by the end of the appraisal period.

APPRAISAL SYSTEM
— OTHER
ADMINISTRATORS

[Add the administrative procedures applicable to the appraisal of other administrators based on the appraisal process reflected in DNB(LOCAL).]

GRIEVANCES

Complaints regarding principal appraisal or the appraisal of another administrator shall be addressed in accordance with DGBA(LOCAL).