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.

T-PESS is composed of two components: the standards and indicators of the T-PESS rubric and the campus-level academic growth of the students enrolled at the principal's campus.

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 beginning-of-the-year 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, which include at least one professional practice goal and a student growth goal. 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, and professional development planning, and demonstration of performance on specific standards.

An appraisal calendar will be given to the principal prior to the beginning-of-year conference.

BEGINNING-OF-YEAR CONFERENCE

Each principal will submit his or her proposed goals to the principal's appraiser prior to the beginning-of-year conference.

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

The beginning-of-year conference provides the opportunity for the appraiser and the principal to discuss critical topics including the principal's completed self-assessment and two to three goals, which include at least one goal on the improvement of the principal's practice, as captured in the T-PESS rubric indicators and descriptors, and at least one goal on student growth. The principal 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 beginning-of-year conference, the principal will submit final goals to the appraiser.

MIDYEAR CONFERENCE

The midyear conference 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 selected sections of the principal evaluation rubric, progress on the student growth goal, and completion of the midyear progress form. The principal will be able to attach comments to the midyear progress form.

END-OF-YEAR CONFERENCE

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

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

After the end-of-year conference, the appraiser will take time to review and reflect on the information gathered throughout the year, including the information provided during the end-of-year conference, before completing the Summative Rating and Goal Attainment Form. The appraiser will provide the completed evaluation to the principal for review, and if desired, a meeting may be scheduled to discuss it.

APPRAISAL RATING

The appraiser and principal will sign and submit all required forms. The District will provide individual ratings for each of the 21 dimensions of the T-PESS rubric and individual ratings for each goal, including the student growth goal.

GRIEVANCES

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