

2026-2027

Principal and Assistant Principal Compensation System Guidebook

Marlin ISD



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INTRODUCTION

At Marlin ISD, we believe that strong leadership transforms schools and directly impacts the success of every student. Research consistently shows that school leaders are among the most influential factors in improving student outcomes, second only to the classroom teacher. Because of this, Marlin ISD is committed to recognizing, supporting, and rewarding effective leadership across our campuses.

In alignment with our core values and our commitment to building a high-performance culture, Marlin ISD is implementing a Strategic Compensation System designed to recognize and reward the impact of campus leaders. This system reflects our belief that student learning, instructional excellence, and effective leadership should be meaningfully acknowledged.

Beginning with the 2026–2027 school year, Marlin ISD will begin the transition to a performance-based compensation model for principals and assistant principals. Under this system, base salary will be directly connected to an administrator's effectiveness level, which is determined through a comprehensive evaluation process that includes student outcomes, leadership performance, and campus culture measures.

This approach ensures that compensation reflects the meaningful contributions administrators make to student success while supporting a culture of continuous improvement across the district.

STRATEGIC COMPENSATION: AT A GLANCE

Beginning in the 2026–2027 school year, all principals and assistant principals (campus administrators) will transition to the approved strategic compensation plan, which recognizes and rewards excellence in education tied to effectiveness. Under this model, base salaries will be aligned with each administrator's demonstrated effectiveness, ensuring that strong performance is meaningfully recognized.

The 2026–2027 school year will serve as a transition and data capture year. As a result, any salary adjustments based on effectiveness levels will take effect beginning in the 2027–2028 school year.

IMPLEMENTATION: STRATEGIC COMPENSATION SYSTEM

DATA CAPTURE YEAR: SY 2026-2027

During the 2026–2027 school year, campus administrator compensation will continue to follow the existing District salary structure.

During this year:

- All campus administrators will receive an evaluation rating and corresponding effectiveness level under the Strategic Compensation system.
- These ratings will not impact compensation during the 2026–2027 school year.
- Evaluation results from 2026–2027 will be used to determine compensation for the 2027–2028 school year.

IMPLEMENTATION YEAR 1: SY 2027-2028

In the 2027–2028 school year, all campus administrators will be held harmless to the 2026–2027 District Compensation Manual. This ensures that each campus administrator's salary will be at least equal to the amount they received—or would have received—as of July 1, 2026.

During the 2027–2028 school year:

- Salaries may increase based on the administrator's 2026–2027 effectiveness level.

- Salaries **will not** decrease during this year.
- Administrators whose effectiveness ratings qualify them for a higher salary will receive the full adjustment.

IMPLEMENTATION YEAR 2 AND BEYOND

Beginning in 2028-2029 school year, campus administrator compensation will follow the guidelines below:

Effectiveness Level Determination

- Compensation will be based on the administrator's **prior year evaluation rating**.
- The evaluation rating determines the administrator's **effectiveness level**, which directly determines **salary placement**.
- Salary placement will be calculated using the **average of the two most recent effectiveness ratings**.

Advancement Between Compensation Levels

Advancement within the strategic compensation system is designed to reflect consistent performance over time while maintaining stability in compensation.

An employee's placement within the compensation system may change each year based on their calculated Effectiveness Level. However, movement between effectiveness levels will be limited to **one level at a time**, either upward or downward.

Reduction in Compensation Levels (Beginning in 2029-2030)

- Compensation reductions will be based on the administrator's **annual effectiveness scorecard average**.
- An administrator's salary **may not be reduced by more than one compensation level within a single academic year**.
- Reductions will occur **after evaluation results are finalized at the conclusion of the academic year**.

UNDERSTANDING PERFORMANCE-BASED COMPENSATION HOW YOUR PAY IS DETERMINED

SALARY BANDS

Marlin ISD's administrator compensation system will directly connect compensation to effectiveness level. The tables below outline the Strategic Compensation salary bands by role:

Principal Strategic Compensation			
Effectiveness Level	Elementary	Middle School	High School
Unsatisfactory	\$85,000	\$85,000	\$85,000
Progressing	\$90,000	\$95,000	\$100,000
Proficient I	\$100,000	\$105,000	\$110,000
Proficient II	\$105,000	\$110,000	\$115,000
Exemplary	\$110,000	\$115,000	\$120,000
Master	\$120,000	\$125,000	\$130,000

Assistant Principal Strategic Compensation			
Effectiveness Level	Elementary	Middle School	High School
Unsatisfactory	\$70,000	\$75,000	\$80,000
Progressing	\$75,000	\$80,000	\$85,000
Proficient I	\$80,000	\$85,000	\$90,000
Proficient II	\$85,000	\$90,000	\$95,000
Exemplary	\$90,000	\$95,000	\$100,000
Master	\$95,000	\$100,000	\$105,000

CAMPUS CLASSIFICATION

Principal classification is determined by campus assignment. The classification for each campus is listed below.

Campus	Classification
Marlin Elementary School (PK-6)	Elementary
Marlin Middle School (7-8)	Middle School
Marlin High School (9-12)	High School

STRATEGIC COMPENSATION EFFECTIVENESS LEVEL CALCULATION

EFFECTIVENESS LEVEL INPUTS- PRINCIPALS

The principal's annual effectiveness level rating consists of three components: student outcomes (50%), administrator performance (40%) and congruence (10%).

Component	Measure	Elementary	Middle School	High School
Student Outcomes (50%)	TIA Growth Measure	10	10	
	STAAR-Domain 1	15	15	15
	STAAR-Domain 2A	15	15	10
	STAAR-Domain 3	10	10	5
	CCMR Overall			5
	CCMR TSI			5
	CCMR IBC Attainment			5
	ACT/SAT Texas Benchmark			5
Administrator Performance (40%)	T-PESS Domain 1	10	10	10
	T-PESS Domain 2	5	5	5
	T-PESS Domain 3	10	10	10
	T-PESS Domain 4	5	5	5
	T-PESS Domain 5	10	10	10
Congruence (10%)	TIA Congruence (R-Value)	10	10	10

EFFECTIVENESS LEVEL INPUTS- ASSISTANT PRINCIPALS

The assistant principal's annual effectiveness level rating consists of four components: student outcomes (30%), administrator performance (50%), culture and climate (10%) and congruence (10%).

Component	Measure	Elementary	Middle School	High School
Student Outcomes (30%)	TIA Growth Measure	5	5	
	STAAR-Domain 1	10	10	5
	STAAR-Domain 2A	10	10	5
	STAAR-Domain 3	5	5	5
	TSI Complete			5
	IBC and CTE Completer Rate			5
	ACT/SAT Texas Benchmark			5
Administrator Performance (50%)	T-PESS Domain 1	5	5	5
	T-PESS Domain 2	10	10	10
	T-PESS Domain 3	15	15	15
	T-PESS Domain 4	5	5	5
	T-PESS Domain 5	15	15	15
Culture and Climate (10%)	Safety Audit	5	5	5
	Student Attendance	5	5	5
Congruence (10%)	TIA Congruence (R-Value)	10	10	10

ADMINISTRATOR LEADERSHIP AND PERFORMANCE COMPONENT MEASURES

Fifty percent (40%) of a principal's and fifty percent (50%) of an assistant principal's evaluation is based on administrator performance, as measured by the T-PESS rubric.

Role	Component	TPESS Domain	Calculation
Principal	Leadership and Planning	Domain 1: Strategic Operations	Average of all Domain 1 indicator ratings, scaled to 10 points
Principal	Well-Supported Teachers	Domain 2: Instructional Leadership	Average of all Domain 2 indicator ratings, scaled to 5 points

Principal	Culture and Climate	Domain 3: School Culture	Average of all Domain 3 indicator ratings, scaled to 10 points
Principal	High Quality Curriculum	Domain 4: Curriculum	Average of all Domain 4 indicator ratings, scaled to 5 points
Principal	Effective Instruction	Domain 5: Instruction	Average of all Domain 5 indicator ratings, scaled to 10 points
Assistant Principal	Leadership and Planning	Domain 1: Strategic Operations	Average of all Domain 1 indicator ratings, scaled to 5 points
Assistant Principal	Well-Supported Teachers	Domain 2: Instructional Leadership	Average of all Domain 2 indicator ratings, scaled to 10 points
Assistant Principal	Culture and Climate	Domain 3: School Culture	Average of all Domain 3 indicator ratings, scaled to 15 points
Assistant Principal	High Quality Curriculum	Domain 4: Curriculum	Average of all Domain 4 indicator ratings, scaled to 5 points
Assistant Principal	Effective Instruction	Domain 5: Instruction	Average of all Domain 5 indicator ratings, scaled to 15 points

Scoring Process

T-PESS ratings are converted to a 5-point scale:

- Distinguished= 5
- Accomplished= 4
- Proficient= 3
- Developing = 2
- Needs Improvement = 1

The numerical scores for each indicator are averaged to determine a total average score which is then converted to a percentage of the total possible points.

STUDENT OUTCOMES COMPONENT MEASURES

Fifty percent (50%) of a principal's evaluation and thirty percent (30%) of an assistant principal's evaluation, are tied to multiple measures of campus-level student outcomes, including state accountability domains and campus-specific student achievement goals. The specific measures vary by campus level (elementary, middle, and high school) and are outlined below.

Principals

Elementary and Middle School Principals

1. Growth-TIA Growth Measure (10 points)
The percentage of students meeting/exceeding the TIA growth measure scaled and applied to a maximum of 10 points.
2. STAAR Achievement (15 points)
The STAAR Achievement measure is determined by the letter grade earned by the campus on Domain 1 of the TEA Accountability rating. 15 points are awarded for an A rating, 12 points

are awarded for a B rating, 9 points are awarded for a C rating, and no points are awarded for a D or F rating.

1. STAAR Growth (15 points)

The STAAR Growth measure is determined by the letter grade earned by the campus on Domain 2A (Academic Growth) of the TEA Accountability rating. 15 points are awarded for an A rating, 12 points are awarded for a B rating, 9 points are awarded for a C rating, and no points are awarded for a D or F rating.

2. STAAR School Progress (10 points)

The Closing the Gaps measure is determined by the letter grade earned by the campus on Domain 3 of the TEA Accountability rating. 10 points are awarded for an A rating, 8 points are awarded for a B rating, 5 points are awarded for a C rating, and no points are awarded for a D or F rating.

High School Principal

1. STAAR Achievement (15 points)

The STAAR Achievement measure is determined by the letter grade earned by the campus on Domain 1 of the TEA Accountability rating. 15 points are awarded for an A rating, 12 points are awarded for a B rating, 9 points are awarded for a C rating, and no points are awarded for a D or F rating.

2. STAAR Growth (10 points)

The STAAR Growth measure is determined by the letter grade earned by the campus on Domain 2A (Academic Growth) of the TEA Accountability rating. 10 points are awarded for an A rating, 8 points are awarded for a B rating, 5 points are awarded for a C rating, and no points are awarded for a D or F rating.

3. STAAR School Progress (5 points)

The Closing the Gaps measure is determined by the letter grade earned by the campus on Domain 3 of the TEA Accountability rating. 5 points are awarded for an A rating, 4 points are awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

4. CCMR Overall (5 points)

The CCMR overall measure is determined by the letter grade earned by the campus on CCMR. 5 points are awarded for an A rating, 4 points are awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

5. TSI Complete (5 points)

The TSI complete measure is determined by the percentage of students TSI complete. 90%+ = 5 | 85–89% = 4 | 80–84% = 3 | 75–79% = 2 | 70–74% = 1 | Below 70% = 0

6. IBC Credential Attainment (5 points)

IBC Credential Attainment is determined by the percentage of students earning an approved Industry-

Based Certification, with 85–100% = 5 | 80–84% = 4 | 75–79% = 3 | 70–74% = 2 | 65–69% = 1 | Below 65% = 0

7. ACT/SAT Texas Benchmark (5 points)

ACT/SAT Texas Benchmark is determined by the percentage of students meeting Texas college

readiness benchmark, 60%+ = 5 | 55–59% = 4 | 50–54% = 3 | 45–49% = 2 | 40–44% = 1 | Below 40% = 0

Assistant Principals

Elementary and Middle School Assistant Principal

1. Growth-TIA Growth Measure (5 points)

The percentage of students meeting/exceeding the TIA growth measure scaled and applied to a maximum of 5 points.

2. STAAR Achievement (10 points)

The STAAR Achievement measure is determined by the letter grade earned by the campus on Domain 1 of the TEA Accountability rating. 10 points are awarded for an A rating, 8 points are awarded for a B rating, 5 points are awarded for a C rating, and no points are awarded for a D or F rating.

3. STAAR Growth (10 points)

The STAAR Growth measure is determined by the letter grade earned by the campus on Domain 2A of the TEA Accountability rating. 10 points are awarded for an A rating, 8 points are awarded for a B rating, 5 points are awarded for a C rating, and no points are awarded for a D or F rating.

4. STAAR School Progress (5 points)

The Closing the Gaps measure is determined by the letter grade earned by the campus on Domain 3 of the TEA Accountability rating. 5 points are awarded for an A rating, 4 points are awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

High School Assistant Principal

1. STAAR Achievement (5 points)

The STAAR Achievement measure is determined by the letter grade earned by the campus on Domain 1 of the TEA Accountability rating. 5 points are awarded for an A rating, 4 points are awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

2. STAAR Growth (5 points)

The STAAR Growth measure is determined by the letter grade earned by the campus on Domain 2A of the TEA Accountability rating. 5 points are awarded for an A rating, 4 points are

awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

3. STAAR School Progress (5 points)

The Closing the Gaps measure is determined by the letter grade earned by the campus on Domain 3 of the TEA Accountability rating. 5 points are awarded for an A rating, 4 points are awarded for a B rating, 3 points are awarded for a C rating, and no points are awarded for a D or F rating.

4. IBC Credential Attainment (5 points)

IBC Credential Attainment is determined by the percentage of students earning an approved Industry-

Based Certification, with 85–100% = 5 | 80–84% = 4 | 75–79% = 3 | 70–74% = 2 | 65–69% = 1 | Below 65% = 0

5. TSI Complete (5 points)

The TSI complete measure is determined by the percentage of students TSI complete. 90%+ = 5 | 85–89% = 4 | 80–84% = 3 | 75–79% = 2 | 70–74% = 1 | Below 70% = 0

6. ACT/SAT Texas Benchmark (5 points)

ACT/SAT Texas Benchmark is determined by the percentage of students meeting Texas college

readiness benchmark, 60%+ = 5 | 55–59% = 4 | 50–54% = 3 | 45–49% = 2 | 40–44% = 1 | Below 40% = 0

ADMINISTRATOR CULTURE AND CLIMATE COMPONENT MEASURES

Ten percent (10%) of an assistant principal's evaluation is based on campus culture and climate, as measured by measures by indicators aligned to the responsibilities of the role.

Assistant Principals

All Assistant Principals

1. Safety Audit (5 points)

The Safety Audit measure is determined by the district safety audit results, where a passing rate earns 5 points and failing rating earns 0 points.

2. Student Attendance- ADA (5 points)

Student Attendance is determined by the campus' average daily attendance (ADA) rate. Points are awarded as follows: 97%+ - 5 points ; 96% - 4 points ; 95% - 3 points ; less than 95% - 0 points.

ADMINISTRATOR TIA CONGRUENCE COMPONENT MEASURE

Ten percent (10%) of a principal and assistant principal's evaluation is based on TIA congruence, as measured by the R-Value of the administrator.

New Administrators (0 Years' Experience)

Administrators newly appointed to the role with no prior experience in that role will be placed at the Progressing effectiveness level for their first year. Compensation will align with the salary band associated with that level.

Administrators with Prior Experience

Administrators hired with prior leadership experience may be placed within the Strategic Compensation system based on:

- Market salary alignment
- Previous performance and evaluation results
- Years of leadership experience

Final placement will be determined in alignment with the Strategic Compensation salary bands.

Late Hire Rule

Administrators hired more than 90 days after the start of the school year will not receive an effectiveness level for that year.

Extended Leave Rule

Administrators who are on approved leave for more than 90 days during the school year will not receive an effectiveness level for that year. In these cases, the administrator's previous year's effectiveness level will remain in effect.

PERFORMANCE-BASED COMPENSATION SYSTEM SCENARIO

Maria is the principal of Marlin Elementary School (PK–6) and has 5 years of experience as a principal. Her current salary under the district's compensation schedule is \$100,000.

*Maria has been following updates on the district's new **Strategic Compensation System**, which connects administrator compensation to effectiveness levels based on **student outcomes (50%)**, **administrator performance aligned to T-PESS (40%)**, and **TIA congruence (10%)**.*

*Maria understands that the **2026–2027 school year is the Data Capture Year**, meaning administrators will receive an evaluation rating and effectiveness level, but these ratings will **not impact compensation during that school year**. Instead, the results will determine salary placement beginning in the **2027–2028 school year**.*

At the end of the **2026–2027 school year**, Maria receives an effectiveness rating of **Proficient I** based on her overall scorecard results.

During **Implementation Year 1 (2027–2028)**, the district applies the **Hold Harmless provision**, ensuring that administrator salaries cannot decrease and will be at least equal to their salary under the **2026–2027 compensation schedule**.

Because Maria’s current salary of **\$100,000** aligns with the **Proficient I salary band**, her salary remains **\$100,000 for the 2027–2028 school year**.

During the **2027–2028 school year**, Maria continues to improve campus outcomes and earns a new effectiveness rating of **Proficient II**.

Beginning in **2028–2029**, the Strategic Compensation system will be fully implemented. Salary placement will be based on the **average of the two most recent effectiveness ratings**.

Example Principal Compensation Progression

Year	Current Compensation	EOY Evaluation Score	2-year Average	Effectiveness Level <i>(Determines Next Year's Compensation)</i>
2025-2026	\$100,000	N/A	N/A	Existing Salary Schedule
2026-2027	\$100,000 (Data Capture Year)	74	N/A	Proficient I
2027-2028	\$100,000 (Hold Harmless Year)	81	N/A	Proficient II
2028-2029	\$105,000	86	$(81 + 86) / 2 = 83.5$	Proficient II
2029-2030	\$105,000	90	$(86 + 90) / 2 = 88$	Exemplary
2030-2031	\$110,000	92	$(90 + 92) / 2 = 91$	Exemplary
2031-2032	\$110,000	95	$(92 + 95) / 2 = 93.5$	Master
2032-2033	\$120,000	94	$(95 + 94) / 2 = 94.5$	Master

Key Points

- 2026–2027 is the Data Capture Year, so evaluation results do not immediately impact pay
- 2027–2028 includes a Hold Harmless provision, meaning salaries cannot decrease
- Beginning 2028–2029, salaries are tied directly to effectiveness levels
- Two-year averaging stabilizes compensation and rewards sustained leadership performance
- Salary placement aligns with the Strategic Compensation salary bands for elementary school principals