FWISD Enhanced TIA Guidebook

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1. Introduction & Guiding Principles

1.1 Purpose of This Guidebook

This guidebook serves as a practical and transparent reference for leaders and stakeholders engaged in the district's principal and assistant principal effectiveness framework and strategic compensation system. Its purpose is to clarify expectations, explain how principal and assistant principal leadership effectiveness is measured, and describe how effectiveness outcomes are used to support professional growth, accountability, and strategic compensation decisions. By establishing a shared understanding of the framework, the guidebook promotes consistency, fairness, and transparency in performance measurement.

The guidebook provides a common language for discussing principal and assistant principal leadership effectiveness, grounding effectiveness measures in observable actions and measurable outcomes. It is intended to support reflective practice and professional dialogue, not simply compliance. Principals and assistant principals are encouraged to use it as an ongoing resource for goal-setting, coaching conversations, and continuous improvement.

The effectiveness framework described in this guidebook is distinct from appraisal systems such as T-PESS. While appraisal data may inform certain measures within the framework, effectiveness ratings and effectiveness levels are used to recognize leadership impact and support strategic compensation decisions.

This guidebook reinforces the belief that effective principal and assistant principal leadership is a critical driver of instructional quality and student success, and that meaningful measures of effectiveness should both recognize strong performance and identify clear opportunities for growth.

1.2 Theory of Action

This guidebook is grounded in a clear theory of action linking principal and assistant principal leadership practice to improved school outcomes. If principals and assistant principals consistently engage in high-leverage leadership actions—particularly those that prioritize instruction, develop staff, and strengthen school systems—then instructional quality, school culture, and student outcomes will improve.

Effective school leadership drives student success by shaping the conditions for strong teaching and learning. When principals and assistant principals focus on instructional quality, support teachers through feedback and coaching, and establish coherent systems and expectations, schools are better positioned to

sustain improvement. This theory of action underpins the evaluation framework described in this guidebook and ensures leadership effectiveness is measured by its impact on instruction, culture, and student outcomes.

1.3 Design Principles (Guardrails)

The effectiveness framework is guided by the following design principles, which serve as guardrails to ensure fairness, clarity, and long-term effectiveness:

- **Equity Across Campus Types**
  The framework is designed to ensure fair measurement of principal and assistant principal leadership effectiveness across diverse campus contexts while maintaining consistently high expectations for performance.

- **Meaningful Differentiation**
  The framework is designed to meaningfully distinguish among levels of leadership performance. Multiple measures are used to provide a comprehensive view of effectiveness, ensuring that no single outcome or data point disproportionately influences results. This approach allows strong leadership to be recognized and areas for growth to be accurately identified.

- **Transparency and Consistency**
  Expectations, measures, and processes are clearly defined and applied consistently so leaders understand how performance is evaluated and decisions are made.

- **Growth and Accountability**
  The framework balances accountability for outcomes with support for professional growth through feedback, coaching, and reflection.

- **Stability Over Time**
  The major components of the framework are intended to remain stable over time, providing consistency in how principal and assistant principal leadership effectiveness is measured. Individual metrics, indicators, scoring methodologies, and performance thresholds may be refined as district priorities, accountability systems, available data, and educational conditions evolve. This approach maintains the integrity of the framework while allowing the system to remain relevant and responsive over time.

This evaluation system applies to both principals and assistant principals and intentionally uses the same criteria, measures, and weights for both roles. Leadership effectiveness is defined by impact rather than title, reflecting the belief that principals and assistant principals are jointly responsible for

instructional quality, school culture, and student outcomes. While day-to-day responsibilities may vary by role or campus context, expectations for leadership practice and performance remain consistent. Evidence and professional judgment are used to account for context, rather than separate roles-specific measures, ensuring clarity, equity, and coherence across the system.

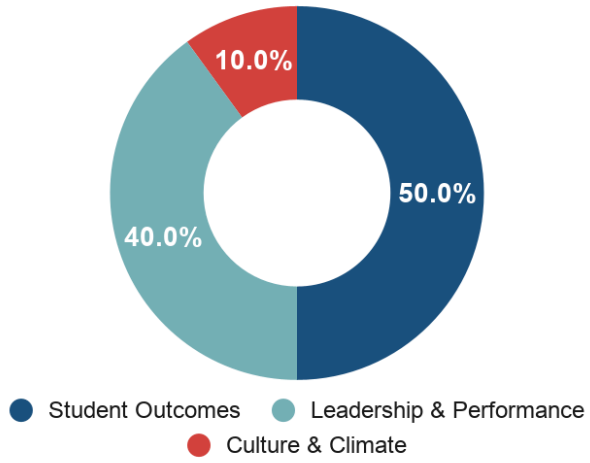
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2. Framework for Measuring Effectiveness

2.1 Overview of the Principal and Assistant Principal Effectiveness Model

The Effectiveness Model combines multiple measures into a single, points-based score to provide a comprehensive view of leadership impact. The same criteria and weighting are applied to both principals and assistant principals, reinforcing a unified definition of effectiveness grounded in leadership outcomes rather than role title. Leaders earn points across several components that collectively reflect performance, results, and leadership practices.

The model includes measures of student and campus outcomes, instructional leadership and leadership practices, and school culture and climate. Greater weight is placed on components most directly tied to instructional quality and student outcomes, while leadership practices and culture measures ensure results are achieved through strong, sustainable systems. This balance reflects the expectation that effective leaders drive results while building the conditions necessary for long-term improvement.



2.2 Understanding Effectiveness Ratings and Effectiveness Levels

The Fort Worth ISD system uses two related but distinct concepts: effectiveness ratings and effectiveness levels.

An effectiveness rating is a school leader's annual performance score. The rating is calculated using the measures, components, and weighting described in this guidebook and reflects the leader's overall performance for a specific school year.

An effectiveness level is the performance designation assigned after effectiveness ratings have been calculated and reviewed. **Effectiveness levels are used for strategic compensation placement.**

The relationship between the two can be summarized as follows:

1. Principals and assistant principals earn an annual effectiveness rating based on the Effectiveness Model.
2. Effectiveness ratings are reviewed according to the district's established methodology.
3. The district assigns an effectiveness level that reflects the leader's relative performance within the evaluation system.
4. The effectiveness level is then used to determine strategic compensation placement.

Because effectiveness levels are assigned using a district-established methodology designed to meaningfully differentiate performance, the effectiveness score associated with a particular effectiveness level may vary from year to year. As a result, the same effectiveness rating does not automatically correspond to the same effectiveness level every year.

Throughout this guidebook, references to effectiveness ratings refer to the annual calculated score, while references to effectiveness levels refer to the performance designation used for compensation placement.

2.3 Components of Effectiveness

The Effectiveness Model is composed of multiple components designed to capture both leadership impact and the practices that drive that impact. Together, these components reflect outcomes, instructional leadership, and the conditions leaders create to support sustained improvement. While specific measures may vary by campus type, the overall component structure remains consistent across roles.

Student and Campus Outcomes reflect campus-based progress and performance related to student achievement, growth, and accountability. These measures emphasize improvement over time and reinforce the expectation that effective leadership results in measurable gains for students.

Instructional Leadership and Leadership Practices capture how leaders influence teaching and learning through coaching, feedback, planning, and instructional alignment. This component focuses on the quality and consistency of leadership actions that support strong instruction across classrooms.

School Culture and Climate measures assess the conditions leaders create for students and staff, including perceptions of climate and organizational effectiveness. By including culture and climate, the model recognizes that sustainable results depend on strong systems and a positive learning environment.

Together, these components ensure the model reflects both what leaders achieve and how they lead.

2.4 Campus-Type Differentiation

The Effectiveness Model is applied consistently across the district while allowing for variation in measures based on campus type. Student and campus outcome measures may differ to reflect grade span, accountability systems, and available data. For example, elementary, middle, high school, and specialized campuses may use different indicators of achievement, growth, or readiness to ensure outcomes are measured in ways that are appropriate and meaningful for each context.

At the same time, key elements of the model remain constant district-wide. All leaders are evaluated using the same components, criteria, and weighting structure, regardless of campus type. Expectations for instructional leadership, leadership practices, and school culture are consistent across the system, reinforcing a shared definition of effective leadership. **Campus-type differentiation occurs through the selection of measures—not through changes to performance standards or expectations.**

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3. Component Details

This section describes the components of the Effectiveness Model and how they contribute to a leader's overall score.

3.1 Student and Campus Outcomes

This component measures student and campus results through growth, achievement, accountability outcomes, CCMR indicators, and local campus goals.

These outcomes reflect leadership's impact on student performance, progress, and readiness.

3.2 Instructional Leadership and Leadership Practices

This component captures how leaders influence teaching and learning through their daily work, including:

- Coaching and feedback that supports teacher development
- Effective instruction, including alignment to standards and instructional priorities
- Leadership and planning that drive instructional focus and coherence

These practices emphasize that strong outcomes are achieved through consistent, high-quality leadership actions.

3.3 School Culture and Climate

This component reflects the conditions leaders create for staff and students, including:

- Campus climate measures, such as survey data
- Conditions for staff and students, including trust, engagement, and organizational effectiveness

Including culture and climate ensures leadership effectiveness is measured not only by results, but also by the strength and sustainability of the school environment.

Section 4: Component Measures and Metrics

The Effectiveness Model uses a points-based scoring system that combines multiple measures into a single overall score. Leaders earn points across defined components that reflect both outcomes and leadership practice.

The total possible score is 100 points, distributed across major components of the model. Each component is weighted to reflect its relative importance, with greater emphasis placed on student outcomes and instructional leadership, while still accounting for school culture and leadership practices. This structure ensures the evaluation captures both results and the actions that drive sustainable improvement.

4.1 Student Outcome Measures

Campus and District Overall Ratings

The Campus and District Overall Ratings measure reflects overall school and district performance as determined by the applicable accountability rating system. Letter-grade ratings are translated into a standardized numerical value to support consistent scoring within the Effectiveness Model.

Letter grades are converted to numerical values as follows:

A = 5 **B = 4** **C = 3** **D = 0** **F = 0**

All principals and assistant principals receive a score based on the district overall rating, ensuring a consistent district-wide measure of performance and reinforcing that leaders contribute to and are accountable for the success of the district as a collective system. Most administrators also receive a score based on the campus overall rating, reflecting the performance of the school they lead.

Local Accountability Goal

The Local Accountability Goal measure applies only to Alternative and Specialized campuses and reflects progress toward a student outcome goal established at the beginning of the school year. The goal must be approved by School Leadership, validated by AARA, and be directly connected to improving the campus's accountability rating. Goals should align with the campus's unique mission, student population, and instructional context. Please refer to the Local Accountability Goal Guidance for more information.

The measure evaluates performance based on the extent to which the campus met its approved local accountability goal. Goals are defined prior to the start of the evaluation cycle and are intended to capture meaningful student outcomes that support campus improvement and accountability success.

Accountability Domain Scores

Domain 1: Student Achievement reflects overall student academic performance based on achievement indicators aligned to state accountability standards. This domain captures how well students meet grade-level or course-level expectations at a given point in time and serves as a snapshot of campus academic performance. It reinforces the expectation that effective leadership results in strong academic outcomes across tested areas.

Domain 2A: Academic Growth measures year-to-year student progress, focusing on improvement rather than status alone. This domain recognizes campuses that accelerate learning and make meaningful gains over time, particularly for students starting below grade level. Including growth ensures leadership effectiveness is evaluated based on progress and continuous improvement, not solely on absolute performance.

Domain 3: Closing the Gaps reflects outcomes for specific student groups and progress toward closing achievement gaps. This domain emphasizes equity by focusing on whether improvement is occurring across all student populations. It reinforces the expectation that effective leaders drive results for all students and prioritize equitable academic outcomes.

Accountability Domain Scores are incorporated into the Student Outcomes component of the Effectiveness Model. While the application of domains may vary by campus type based on accountability rules, the domains collectively ensure that leadership effectiveness is evaluated across achievement, growth, and equity.

Detailed scoring rules, calculations, and campus-specific applications for each accountability domain are provided in **Appendix C**.

Local TIA Growth

The Local TIA Growth measure reflects the percentage of students at a campus who met their individual growth targets on Teacher Incentive Allotment (TIA) assessments. This measure emphasizes student progress over time and recognizes leadership actions that support academic growth across classrooms and content areas.

This measure reinforces the expectation that effective leaders create the conditions for continuous student growth through strong instructional systems, targeted support, and consistent monitoring of progress.

College, Career, and Military Readiness

The College, Career, and Military Readiness (CCMR) measures reflect the extent to which students graduate prepared for postsecondary success. This measure includes multiple indicators of readiness and is designed to capture meaningful completion of college- and career-aligned pathways. The following CCMR indicators are included:

- **CCMR Overall (Excluding College Prep Courses)**
  The CCMR Overall indicator reflects the percentage of students who met one or more qualifying readiness criteria. Students who qualified solely through completion of college preparatory courses are excluded from this indicator to ensure that CCMR reflects demonstrated readiness through rigorous postsecondary-aligned outcomes.
- **TSI Met by Assessment**
  The TSI Met by Assessment indicator reflects the percentage of students who met college readiness standards in both reading language arts and mathematics. This includes students who met readiness through qualifying TSIA2, ACT, or SAT scores, as applicable.
- **Completers with Industry-Based Certifications (IBC)**
  The IBC indicator reflects the percentage of students who completed the full course sequence for an approved certification and passed the associated certification exam. Partial completion or exam attempts without successful certification are not included.

- **Associate's Degree Attainment**
  The Associate's Degree indicator reflects the percentage of students who earned an associate's degree prior to or at the time of high school graduation.

Together, these indicators reflect postsecondary readiness and completion of rigorous pathways. This measure reinforces the expectation that effective leadership supports students in graduating prepared for college, careers, or military service.

4.2 Leadership & Performance Measures

T-PESS Summative Scores

The T-PESS Summative Score measures reflect leadership effectiveness as captured through the **Texas Principal Evaluation and Support System (T-PESS)**. These measures incorporate summative ratings from **Domain 1 and Domain 5**, which together assess how leaders plan, lead, and support effective instruction across the campus. *Note: Principals and assistant principals will be evaluated across all domains for their appraisal process, but only Domain 1 and Domain 5 will be utilized in the Effectiveness Model.*

Domain 1: Leadership and Planning evaluates a leader's ability to establish a vision, set priorities, and align systems and resources to support campus goals. This domain reflects strategic leadership practices that drive instructional improvement.

Domain 5: Effective Instruction reflects the leader's impact on instruction across classrooms. This domain focuses on instructional alignment, monitoring instructional effectiveness, and ensuring high standards of teaching school-wide.

Together, Domain 1 and Domain 5 capture both strategic leadership actions and instructional impact.

Instructional Quality–Outcome Congruence

The Instructional Quality-Outcome Congruence measures assess the strength of alignment between appraisers' ratings of instructional quality and student growth outcomes. These measures evaluate whether teachers who receive higher ratings for instructional practice also demonstrate stronger student growth results at the campus level.

For each measure, instructional quality is compared to the TIA student growth component, defined as the percentage of students who met their individual growth targets. All TIA-eligible courses, including STAAR-tested subjects, are included. The relationship between instructional quality and student growth is aggregated across teachers and analyzed using Pearson's Correlation Coefficient (r-value).

Spot Congruence

Spot Congruence uses each teacher's overall average Spot score as the measure of instructional quality. This score is compared to the teacher's TIA student growth component to assess the extent to which observed instructional quality aligns with student growth outcomes.

T-TESS Congruence

T-TESS Congruence uses each teacher's average summative score across Domains 2 and Domain 3 of T-TESS as the measure of instructional practice. These scores are compared to the teacher's TIA student growth component to assess alignment between evaluated instructional practice and student outcomes. *Note: Teachers will be evaluated on all domains of the T-TESS rubric, however, only Domain 2 and Domain 3 will be included in the T-TESS Congruence metric.*

Together, these measures reinforce the relationship between instructional quality and student learning.

4.3 Culture & Climate Measures

Campus Climate Survey

The Campus Climate Survey reflects staff perceptions of the school environment and the conditions leaders create to support effective teaching and learning. The survey gathers feedback on leadership support, trust, communication, collaboration, and the overall learning environment. This measure ensures that leadership effectiveness reflects both results and the quality of the environment leaders create.

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5. Principal and Assistant Principal Strategic Compensation

5.1 Compensation Structure and Effectiveness Levels

The Fort Worth ISD strategic compensation system for principals and assistant principals connects leadership performance to compensation through a two-step process. Leaders earn an annual effectiveness rating based on the measures and calculations outlined in this guidebook, which is then used to determine an effectiveness level for strategic compensation placement.

The district establishes effectiveness levels using a distribution methodology that differentiates performance across eligible principals and assistant principals. As a result, the score ranges associated with each effectiveness level may vary from year to year. A specific effectiveness score does not automatically correspond to the same effectiveness level each year. Instead, effectiveness levels are determined after annual effectiveness scores have been calculated and reviewed according to the district's established methodology.

This approach allows the district to:

- Maintain meaningful differentiation among performance levels;
- Recognize relative performance across a variety of campus contexts;
- Prevent score compression, where large numbers of employees receive the same performance designation; and
- Ensure compensation decisions reflect overall leadership performance within the evaluation system.

After effectiveness levels are assigned, eligible principals and assistant principals are placed into the strategic compensation structure associated with their effectiveness level, subject to the Fort Worth ISD eligibility requirements, averaging rules, movement limits, and compensation safeguards.

5.2 System Transition & Compensation Safeguards

Hold Harmless Provision

During the initial implementation year, principals and assistant principals will be held harmless relative to the traditional salary schedule.

- In the 2027–2028 school year, base salary will be no less than what the individual received (or would have received) under the 2026–2027 traditional salary schedule, based on years of experience as of July 1, 2026.
    - *Note: The base salary does not include supplemental pay, such as stipends.*
- Base compensation may increase if the effectiveness-level compensation band exceeds the traditional placement, subject to the salary increase caps. This provision ensures compensation stability during system transition.

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6. Transparency, Appeals, and Grievances

6.1 Transparency Commitments

The compensation system is designed to be transparent, predictable, and grounded in clearly communicated expectations.

Principals and assistant principals can expect transparency in the following ways:

- Clear communication of effectiveness components, criteria, and expectations at the beginning of the evaluation cycle
- Access to relevant evidence used to inform evaluation outcomes, consistent with system guidelines
- Opportunities to discuss performance evidence and feedback with evaluators throughout the year

When and how results are shared

- Feedback and performance information are shared through required evaluation conferences and ongoing conversations during the evaluation cycle
- Summative evaluation results are communicated directly to leaders at the conclusion of the evaluation period
- Evaluation information is shared in a timely manner and in accordance with established district processes

Transparency supports understanding, reflection, and growth while preserving professional judgment and evaluator discretion.

Appendices

- A. Glossary of Terms
- B. Criteria by Campus Type
- C. Campus Types
- D. Criteria Definitions At-A-Glance
- E: Effectiveness Measures
- F: Timeline
- G: 26-27 Evaluation Calendar
- H. Frequently Asked Questions

Appendix A: Glossary of Terms

Accountability Domain Scores

Measures derived from the Texas accountability system that reflect student achievement, academic growth, and progress toward closing achievement gaps. These scores contribute to the Student and Campus Outcomes component of the Effectiveness Model.

Campus and District Overall Ratings

Overall performance ratings assigned through applicable accountability systems and converted to standardized numerical values for use within the Effectiveness Model.

Campus Climate Survey

A survey measure reflecting staff perceptions of the school environment, including leadership support, trust, communication, collaboration, and organizational effectiveness. This measure contributes to the School Culture and Climate component.

Campus-Type Differentiation

The practice of applying a consistent evaluation framework across all campuses while allowing specific outcome measures to vary based on campus type, grade span, or accountability context. Performance expectations remain consistent across campus types.

College, Career, and Military Readiness (CCMR)

A set of indicators used to measure whether students graduate prepared for postsecondary success, including meeting college-readiness standards through TSIA assessment, completing an approved program of study and earning an industry-based certification, and attaining an associate degree.

Component

A major category within the Effectiveness Model that contributes to a leader's overall score. Components reflect student outcomes, instructional leadership and practices, and school culture and climate.

Effectiveness Model

The points-based evaluation framework that combines multiple components into a single overall score to reflect leadership impact, performance, and practices.

Effectiveness Rating

The annual numerical score calculated from the measures and weights included in the Effectiveness Model.

Effectiveness Level

The performance designation assigned after effectiveness ratings are calculated and reviewed; effectiveness levels are used for strategic compensation placement.

Eligibility for Effectiveness Rating

The set of employment, attendance, role assignment, and time-in-role requirements that must be met for a leader to receive an effectiveness rating during a given school year.

Instructional Leadership and Leadership Practices

A component of the Effectiveness Model that captures how leaders influence teaching and learning through coaching, feedback, planning, instructional alignment, and daily leadership actions.

Instructional Quality–Outcome Congruence

A set of measures assessing the alignment between instructional practice and student growth outcomes by examining the relationship between instructional quality indicators and student growth data.

Local Accountability Goal

A campus-specific student outcome goal used in place of standard accountability ratings for alternative and specialized campuses. Progress toward the goal contributes to the Student and Campus Outcomes component.

Local TIA Growth

A measure reflecting the percentage of students who met individual growth targets on Teacher Incentive Allotment (TIA) assessments, emphasizing student progress over time.

Points-Based Scoring System

The method by which leaders earn points across evaluation components, with points aggregated to produce a total score out of 100.

School Culture and Climate

A component of the Effectiveness Model that reflects the conditions leaders create for staff and students, including climate, trust, engagement, and organizational effectiveness.

Spot Congruence

A congruence measure that uses a teacher's average Spot score as the indicator of instructional quality when assessing alignment with student growth outcomes.

Student and Campus Outcomes

A component of the Effectiveness Model that captures measurable results related to student achievement, growth, accountability outcomes, readiness indicators, and campus-aligned goals.

Summative Evaluation Results

The final evaluation outcomes produced at the conclusion of the evaluation cycle, reflecting performance across all components of the Effectiveness Model.

T-PESS Summative Scores

Leadership effectiveness measures drawn from Domain 1 and Domain 5 of the Texas Principal Evaluation and Support System (T-PESS), capturing strategic leadership and instructional impact.

T-TESS Congruence

A congruence measure that uses a teacher's summative T-TESS scores as the indicator of instructional practice when assessing alignment with student growth outcomes.

Appendix B: Criteria by Campus Type

Comprehensive Elementary (A-C Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	15
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive Elementary (D-F Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	0
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	25
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive Middle School (A-C Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	10
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive Middle (D-F Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	0
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	25
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive High School (A-C Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	5
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	5
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	10
	CCMR Graduates	Industry-Based Certifications	Percentage of students who earned an A-F IBC as a Completer	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive High School (D-F Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	0
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	5
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	10
	CCMR Graduates	Industry-Based Certifications	Percentage of students who earned an A-F IBC as a Completer	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive 6-12 (A-C Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	5
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	5
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	5
	CCMR Graduates	Industry-Based Certifications	Percentage of students who earned an A-F IBC as a Completer	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Comprehensive 6-12 (D-F Campus)				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	0
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	5
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	5
	CCMR Graduates	Industry-Based Certifications	Percentage of students who earned an A-F IBC as a Completer	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10

Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

School of Choice - Elementary				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	15
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

School of Choice K-8				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	10
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

School of Choice 6-8				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	10
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	15
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	10
	Local - Growth	TIA Growth Measure (Non-STAAR)	Percent of students meeting/exceeding target	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

School of Choice 6-12				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	10
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	10
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

School of Choice 9-12				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	5
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	10
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	5
	CCMR Graduates	Industry-Based Certifications	Percentage of students who earned an A-F IBC as a Completer	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Early College High School				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	STAAR/EOC Achievement	Domain 1	Scale score applied to weight	5
	STAAR/EOC Growth	Domain 2A	Scale score applied to weight	10
	STAAR/EOC Gap Closure	Domain 3	Scale score applied to weight	5
	CCMR Graduates	Overall (excludes College Prep)	Percent of students meeting/exceeding target	5
	CCMR Graduates	TSIA	Percent of students TSIA Met by Assessment	10
	CCMR Graduates	Associates Degree Attainment	Percent of students graduating with an Associates Degree	5
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	5
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	10

Alternative and Specialized School				
Component	**Instrument**	**Measurement**	**Calculation**	**Points**
Student Outcomes	District Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Rating	Accountability Rating	A-5 ; B-4 ; C-3 ; D-0 ; F-0	5
	Campus Growth	Accountability Local Goal	Exceeds Goal - 20 ; Meets Goal - 15 ; Approaches Goal - 10	20
Leadership & Performance	Leadership and Planning	T-PESS Domain 1	Domain average applied to weight	15
	Effective Instruction	T-PESS Domain 5	Domain average applied to weight	15
	Coaching and Feedback	Spot Obs. Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
	Coaching and Feedback	T-TESS Congruence - R-Value	>.30 - 10 points >.24 - 7 points >.16 - 5 points <.16 - 0 points	10
Culture & Climate	Campus Culture and Climate	Campus Climate Survey	Percent neutral + responses applied to weight	20

Appendix E: Campus Types

Campus		Category
001	Amon Carter-Riverside HS	Comprehensive High School Principal (A-C Campus)
002	Arlington Heights HS	Comprehensive High School Principal (A-C Campus)
003	South Hills HS	Comprehensive High School Principal (D-F Campus)
004	Diamond Hill-Jarvis HS	Comprehensive High School Principal (A-C Campus)
005	Dunbar, Paul Laurence HS	Comprehensive High School Principal (D-F Campus)
006	Eastern Hills HS	Comprehensive High School Principal (D-F Campus)
008	North Side HS	Comprehensive High School Principal (A-C Campus)
009	Polytechnic HS	Comprehensive High School Principal (A-C Campus)
010	Paschal, R.L. HS	Comprehensive High School Principal (A-C Campus)
011	Trimble Technical HS	Comprehensive High School Principal (A-C Campus)
014	Southwest HS	Comprehensive High School Principal (A-C Campus)
015	Western Hills HS	Comprehensive High School Principal (D-F Campus)
016	Wyatt, O.D. HS	Comprehensive High School Principal (A-C Campus)
021	Como Success Academy	Alternative and Specialized School Principal
042	Daggett, E.M. MS	Comprehensive Middle School Principal (D-F Campus)
044	Elder, J.P. MS	Comprehensive Middle School Principal (A-C Campus)
048	William James MS	Comprehensive Middle School Principal (D-F Campus)
049	Kirkpatrick MS	Comprehensive Middle School Principal (A-C Campus)
050	McLean, W.P. MS	Comprehensive Middle School Principal (A-C Campus)

Campus		Category
051	Meacham, W.A. MS	Comprehensive Middle School Principal (A-C Campus)
052	Meadowbrook MS	Comprehensive Middle School Principal (D-F Campus)
053	William Monnig MS	Comprehensive Middle School Principal (D-F Campus)
054	Morningside MS	Comprehensive Middle School Principal (D-F Campus)
055	Applied Learning	School of Choice Principal 6-8
056	Riverside MS	Comprehensive Middle School Principal (D-F Campus)
057	Rosemont MS	Comprehensive Middle School Principal (A-C Campus)
058	Stripling, W.C. MS	Comprehensive Middle School Principal (A-C Campus)
059	Jacquet, J. Martin MS	Comprehensive Middle School Principal (D-F Campus)
060	Wedgwood MS	Comprehensive Middle School Principal (D-F Campus)
069	McLean 6th Grade	Comprehensive Middle School Principal (A-C Campus)
070	Jean McClung MS	Comprehensive Middle School Principal (D-F Campus)
071	Benbrook MS/HS	Comprehensive 6-12 Principal (A-C Campus)
081	YWLA	School of Choice Principal 6-12
082	TABS	School of Choice Principal 9-12
083	YMLA	School of Choice Principal 6-12
084	World Languages Institute	School of Choice Principal 6-12
085	Marine Creek Collegiate	Early College High School Principal
086	TCC South FWISD Collegiate	Early College High School Principal

Campus		Category
087	VPA/STEM I.M. Terrell HS	School of Choice Principal - 9-12
101	Alice Carlson ES	School of Choice Principal - Elementary
103	Benbrook ES	Comprehensive Elementary Principal (A-C Campus)
105	West Handley ES	Comprehensive Elementary Principal (D-F Campus)
107	Burton Hill ES	Comprehensive Elementary Principal (A-C Campus)
110	Carroll Peak ES	Comprehensive Elementary Principal (A-C Campus)
111	Carter Park ES	Comprehensive Elementary Principal (A-C Campus)
114	Manuel Jara ES	Comprehensive Elementary Principal (A-C Campus)
115	George C. Clarke ES	Comprehensive Elementary Principal (D-F Campus)
116	Lily B. Clayton ES	Comprehensive Elementary Principal (A-C Campus)
118	Hazel Harvey Peace ES	Comprehensive Elementary Principal (D-F Campus)
119	Daggett, E.M. ES	Comprehensive Elementary Principal (A-C Campus)
120	Rufino Mendoza ES	Comprehensive Elementary Principal (D-F Campus)
121	De Zavala ES	Comprehensive Elementary Principal (A-C Campus)
122	Diamond Hill ES	Comprehensive Elementary Principal (D-F Campus)
126	East Handley ES	Comprehensive Elementary Principal (D-F Campus)
127	Christene C. Moss ES	Comprehensive Elementary Principal (A-C Campus)
130	Harlean Beal ES	Comprehensive Elementary Principal (D-F Campus)
132	Glen Park ES	Comprehensive Elementary Principal (A-C Campus)

Campus		Category
133	W.M. Green ES	Comprehensive Elementary Principal (D-F Campus)
134	Greenbriar ES	Comprehensive Elementary Principal (A-C Campus)
135	Van Zandt-Guinn ES	Comprehensive Elementary Principal (D-F Campus)
137	Hubbard Heights ES	Comprehensive Elementary Principal (A-C Campus)
138	H.V. Helbing ES	Comprehensive Elementary Principal (D-F Campus)
139	Milton L. Kirkpatrick ES	Comprehensive Elementary Principal (D-F Campus)
141	Meadowbrook ES	Comprehensive Elementary Principal (A-C Campus)
143	D. McRae ES	Comprehensive Elementary Principal (A-C Campus)
146	M.H. Moore ES	Comprehensive Elementary Principal (D-F Campus)
147	Morningside ES	Comprehensive Elementary Principal (A-C Campus)
148	Charles E. Nash ES	Comprehensive Elementary Principal (A-C Campus)
149	North Hi Mount ES	Comprehensive Elementary Principal (A-C Campus)
150	Oakhurst ES	Comprehensive Elementary Principal (A-C Campus)
151	Natha Howell ES	Comprehensive Elementary Principal (A-C Campus)
152	Oaklawn ES	Comprehensive Elementary Principal (A-C Campus)
153	A.M. Pate ES	Comprehensive Elementary Principal (A-C Campus)
154	Mary Louise Phillips ES	Comprehensive Elementary Principal (A-C Campus)
156	Ridglea Hills ES	Comprehensive Elementary Principal (A-C Campus)
157	Luella Merrett ES	Comprehensive Elementary Principal (A-C Campus)

Campus		Category
159	Versia L. Williams ES	Comprehensive Elementary Principal (A-C Campus)
160	Maudrie M. Walton ES	Comprehensive Elementary Principal (D-F Campus)
161	Sam Rosen ES	Comprehensive Elementary Principal (A-C Campus)
162	Sagamore Hill ES	Comprehensive Elementary Principal (A-C Campus)
163	Bruce Shulkey ES	Comprehensive Elementary Principal (A-C Campus)
165	Richard J. Wilson ES	Comprehensive Elementary Principal (A-C Campus)
166	South Hi Mount ES	Comprehensive Elementary Principal (A-C Campus)
167	South Hills ES	Comprehensive Elementary Principal (A-C Campus)
168	Springdale ES	Comprehensive Elementary Principal (A-C Campus)
169	Sunrise-McMillan ES	Comprehensive Elementary Principal (A-C Campus)
171	Tanglewood ES	Comprehensive Elementary Principal (A-C Campus)
172	W.J. Turner ES	Comprehensive Elementary Principal (D-F Campus)
175	Washington Heights ES	Comprehensive Elementary Principal (A-C Campus)
176	Waverly Park ES	Comprehensive Elementary Principal (A-C Campus)
177	Westcliff ES	Comprehensive Elementary Principal (A-C Campus)
178	Westcreek ES	Comprehensive Elementary Principal (D-F Campus)
180	Western Hills ES	Comprehensive Elementary Principal (D-F Campus)
184	Worth Heights ES	Comprehensive Elementary Principal (A-C Campus)
186	David K. Sellars ES	Comprehensive Elementary Principal (A-C Campus)

Campus		Category
187	J.T. Stevens ES	Comprehensive Elementary Principal (A-C Campus)
188	Atwood McDonald ES	Comprehensive Elementary Principal (D-F Campus)
194	Daggett Montessori	School of Choice Principal K-8
206	Bill J. Elliott ES	Comprehensive Elementary Principal (A-C Campus)
207	Westpark ES	Comprehensive Elementary Principal (A-C Campus)
208	T.A. Sims ES	Comprehensive Elementary Principal (D-F Campus)
209	Edward J. Briscoe ES	Comprehensive Elementary Principal (D-F Campus)
216	Woodway ES	Comprehensive Elementary Principal (A-C Campus)
219	Lowery Road ES	Comprehensive Elementary Principal (A-C Campus)
220	Alice D. Contreras ES	Comprehensive Elementary Principal (A-C Campus)
221	Western Hills Primary	Comprehensive Elementary Principal (D-F Campus)
223	Cesar Chavez ES	Comprehensive Elementary Principal (A-C Campus)
225	Bonnie Brae ES	Comprehensive Elementary Principal (A-C Campus)
226	Seminary Hills Park ES	Comprehensive Elementary Principal (A-C Campus)
227	Dolores Huerta ES	Comprehensive Elementary Principal (A-C Campus)
229	Overton Park ES	Comprehensive Elementary Principal (A-C Campus)
256	Rolling Hills ES	Comprehensive Elementary Principal (A-C Campus)

Appendix F: Criteria Definitions At-A-Glance

Student Outcomes Measures

Campus & District Overall Ratings

- Uses state accountability ratings to measure overall performance.
- Letter grades are converted to points:
    - **A = 5 | B = 4 | C = 3 | D/F = 0**
- All administrators receive a District Overall Rating and Campus Overall Rating score.

Local Accountability Goal *(Alternative/Specialized Campuses Only)*

- Measures progress toward a campus-specific student outcome goal that supports campus accountability improvement.
- Goal is approved by the appraiser and the AARA department before the school year begins.
- Designed to reflect the unique mission and student population of the campus.

Accountability Domain Scores

Used to measure student achievement, growth, and equity.

- **Domain 1 – Student Achievement:** Overall academic performance on state measures.
- **Domain 2A – Academic Growth:** Year-to-year student progress.
- **Domain 3 – Closing the Gaps:** Outcomes for student groups and progress toward equity.

Domains included may vary by campus type, but together they ensure performance is measured across achievement, growth, and equity.

Local TIA Growth

- Measures the percentage of students who met their individual growth targets on TIA assessments.
- Focuses on student growth, not just proficiency.
- Only includes TIA assessments that do not use STAAR Transition Tables to measure growth

College, Career & Military Readiness (CCMR)

Measures how well a school prepares students for success beyond high school through college, career, and military readiness.

Includes:

- CCMR Overall (excluding college prep coursework only)
- TSI Met by Assessment (college readiness in reading and math)
- Completers with Industry-Based Certifications (IBC)
- Associate's Degree earned by graduation

Emphasizes meaningful completion of college- and career-aligned pathways.

Leadership & Performance Measures

T-PESS Summative Score

Based on principal evaluation results.

- **Domain 1 – Leadership & Planning:** Vision, goal-setting, and strategic alignment.
- **Domain 5 – Effective Instruction:** Leadership impact on the quality of instruction.

Captures how leaders plan, lead, and support strong teaching.

Instructional Quality–Outcome Congruence

Measures how well instructional quality aligns with student growth.

- Compares teacher instructional ratings to TIA student growth results.
- Strong alignment means higher-quality instruction is associated with stronger student growth.

Includes:

- **Spot Congruence:** Based on average of IRT Spot quarterly observation scores.
- **T-TESS Congruence:** Based on T-TESS Domains 2 & 3.

Culture & Climate Measures

Campus Climate Survey

- Based on staff feedback about the school environment.
- Topics include:
    - Leadership support
    - Trust and communication
    - Collaboration
    - Overall working conditions
- Captures elements of leadership impact not reflected in test scores or observations.

Appendix G: Principal & Assistant Principal Effectiveness Measures

	Measure	How It's Calculated	Elementary	Middle	Secondary	K-8	High	Early College High	Specialized & Alternative
Student Outcomes	Campus Accountability Rating	A specific number of points are earned aligned to the campus rating (e.g. A = 5 points, B = 3 points, etc.); points are earned for A - C ratings only	x	x	x	x	x	x	x
	District Accountability Rating	A specific number of points are earned aligned to the district rating (e.g. A = 5 points, B = 3 points, etc.); points are earned for A - C ratings only	x	x	x	x	x	x	x
	STAAR/EOC Domain 1 Scale Score	The scale score is converted to a percent and multiplied by the total possible number of points	x	x	x	x	x	x	
	STARR/EOC Domain 2A Scale Score		x	x	x	x	x	x	
	STAAR/EOC Domain 3 Scale Score		x	x	x	x	x	x	
	TIA Growth Measure (Non STAAR/EOC)	The total percentage of students who meet or exceed the target across all campus TIA growth measures, multiplied by the total possible number of points	x	x	x	x			
	CCMR Graduates: Overall (excluding college prep courses)	The percentage of students who meet or exceed CCMR targets multiplied by the total possible number of points			x		x	x	
	CCMR Graduates: TSIA	The percentage of students who are TSIA Met by Assessment multiplied by the total possible number of points			x		x	x	
	CCMR Graduates: Industry-Based Certifications as a Completer	The percentage of students who earned an A-F IBC as a Completer, multiplied by the total possible number of points			x		x		

	Measure	How It's Calculated	Elementary	Middle	Secondary	K-8	High	Early College High	Specialized & Alternative
	CCMR Graduates: Associate's Degree Attainment	The percentage of students graduating with an Associate's Degree, multiplied by the total possible number of points						x	
	Accountability Local Growth Goal	A specific number of points are earned if the campus exceeds, meets, or approaches their individual campus growth goal							x
Leadership & Performance	T-PESS Domain 5 (Effective Instruction)	The domain average is scaled to the total possible number of points	x	x	x	x	x	x	x
	T-PESS Domain 1 (Leadership & Planning)		x	x	x	x	x	x	x
	Spot Observation Congruence – R-Value	The correlation (R-Value) is calculated between Spot Observation ratings and student growth; specific points are earned aligned to the R-Value (e.g., >0.30 = 10 points)	x	x	x	x	x	x	x
	T-TESS Congruence – R-Value	The correlation (R-Value) is calculated between T-TESS ratings and student growth; specific points are earned aligned to the R-Value (e.g., >0.30 = 10 points)	x	x	x	x	x	x	x
Culture & Climate	Campus Climate Survey	The percentage of neutral or higher responses are multiplied by the total possible number of points	x	x	x	x	x	x	x

Appendix H: Timeline

The Enhanced TIA Leadership Effectiveness Framework and Strategic Compensation System will be implemented in phases to ensure a successful transition for principals and assistant principals. The timeline below summarizes major implementation milestones.

School Year	Major Activities	Impact on Leaders
2025-2026	• Framework design and development • Stakeholder engagement • Establishment of effectiveness measures, business rules, effectiveness levels, and compensation structures	• Leaders participate in framework development and communication activities. • No compensation changes occur.
2026-2027	• Framework refinement, validation, and implementation readiness • Continued stakeholder engagement and system adjustments based on feedback • Distribution of 2025-2026 “What If” Score Cards (if applicable)	• Leaders participate in the effectiveness framework. • Compensation remains based on existing salary structures.
2027-2028	• Initial implementation of the Enhanced TIA Leadership Effectiveness Framework and Strategic Compensation System • Distribution of 2026-2027 Score Cards • One-year hold harmless provision takes effect	• Leaders receive effectiveness ratings and effectiveness levels. • Compensation may increase based on effectiveness placement but will not fall below the hold harmless salary protection.
2028-2029	• Full system implementation	• Compensation is determined by effectiveness-level placement. • Two-year averaging rules become operational, and compensation may increase or decrease based on effectiveness results and applicable business rules.

Note: Although effectiveness ratings are calculated annually, compensation placement beginning in 2028-2029 is generally based on the applicable effectiveness-level rules and two-year averaging provisions described in Section 5.

2026-2027 Performance Effectiveness Evaluation Calendar

Date		Notes
Early September, 2026	25-26 “What If” Score Cards available for review	Appraisers utilize score cards and campus data to drive T-PESS goal setting discussions
August 3, 2026 - October 2, 2026	T-TESS and T-PESS BOY Conference & Goal Approval	Appraisers conduct BOY conferences and complete documentation in Eduphoria Strive Appraisers approve goals in Eduphoria Strive
August 3, 2026 - October 2, 2026	Local Accountability Goal Setting **Alternative/Specialized Campuses Only*	EDIL meets with campus principal to set local accountability goal using Local Accountability Goal Guidance document
November 9 - 20, 2026	Fall Culture & Climate Survey	Administrators monitor completion rates
December 1 - 18, 2026	Conduct T-TESS MOY Conferences	Conduct MOY conference and complete documentation in Eduphoria Strive
December 1, 2026 - February 26, 2027	T-PESS MOY Conference	Conduct MOY conference and complete documentation in Eduphoria Strive
March 22 - April 2, 2027	Spring Culture & Climate Survey	Administrators monitor completion rates
March 1, 2027 - June 10, 2027 Teacher Deadline: April 30, 2027 AP Deadline: June 3, 2027 Principal Deadline: June 10, 2027	T-TESS and T-PESS Summative Conference & Goal Setting	Appraisers conduct summative conferences and ensure they are documented and signed in Eduphoria Strive
September 2027	26-27 Score Cards available for review	Appraisers utilize score cards and campus data to drive T-PESS goal setting discussions
October 2027	Compensation updated to reflect effectiveness level	Hold-harmless provision in place; Compensation increases go into effect where applicable

Appendix J: Frequently Asked Questions

Purpose & Philosophy

Why did the district move to an Enhanced TIA strategic compensation system for principals and assistant principals?

The district adopted an Enhanced TIA strategic compensation system to better align compensation with the leadership actions and outcomes that matter most for student success. The system is designed to recognize effective leadership, reinforce district priorities, and support continuous improvement—while ensuring transparency and consistency across campuses.

How does the Enhanced TIA system support both accountability and professional growth?

The system balances outcomes with leadership practice. While results matter, the model also emphasizes instructional leadership, coaching, and school culture. The intent is not only to hold leaders accountable, but to support meaningful feedback, reflection, and growth over time.

Who the System Applies To

Who is included in the Enhanced TIA Strategic Compensation system?

The Enhanced TIA strategic compensation system currently applies to principals and assistant principals in eligible campus leadership roles, as defined by district policy and governance decisions. Applicability may vary by campus type or role.

The leadership model described in this guidebook represents an important foundational step toward a more comprehensive, aligned compensation system across roles.

Does the system apply to first-year principals or assistant principals?

First-year leaders are included in the system; however, certain measures or safeguards may apply to ensure fairness during transition years. The goal is to balance accountability with appropriate support for leaders new to their roles.

How does the system apply to leaders who change campuses or roles during the year?

The system includes rules to ensure leaders are evaluated based on the context and responsibilities they held during the year. Specific eligibility and attribution rules are documented in district guidance to support fairness and consistency.

How Performance Is Measured

What are the main components of the Strategic Compensation model?

The model is organized into three components:

- **Student Outcomes**
- **Leadership & Performance**
- **Culture & Climate**

Together, these components provide a balanced view of results, leadership practice, and the conditions leaders create for teaching and learning.

Why were these components chosen?

These components reflect research-aligned drivers of school success. Strong leadership influences instructional quality, school culture, and ultimately student outcomes. The model is designed to capture that full picture rather than focusing on a single dimension.

Are all components weighted equally?

Component weights vary by campus type and are established through district governance. This allows the system to account for differences in context while maintaining a consistent overall framework.

What is the difference between an Effectiveness Rating and an Effectiveness Level?

An Effectiveness Rating is a leader's annual performance score calculated using the measures and weights described in the guidebook. An Effectiveness Level is the performance designation assigned after ratings are reviewed using the district's established methodology. Effectiveness Levels are used for strategic compensation placement.

Student Outcomes

Why are student outcomes included in a leadership compensation system?

Student outcomes reflect the collective impact of leadership decisions on instruction, systems, and school improvement. While leaders are not responsible for individual student performance, they are responsible for creating the conditions that support strong teaching and learning.

How does the system account for differences across grade levels and campus types?

Different measures apply to different campus types based on grade span and instructional context. The system intentionally uses multiple student outcome measures to ensure that leaders are evaluated using data that is relevant to their campus.

How does the model ensure leaders are not held accountable for outcomes outside their control?

The system incorporates safeguards such as eligibility rules, minimum data requirements, and the use of multiple measures. These safeguards are designed to promote fairness and avoid over-reliance on any single data point.

Leadership & Performance

What leadership behaviors are emphasized in the model?

The model emphasizes instructional leadership, coaching and feedback, effective planning, and the use of data to support teaching and learning. These behaviors are reflected in observation-based measures and leadership practice indicators.

How are observation-based measures used responsibly?

Observation measures are used as part of a broader set of indicators, not in isolation. The system values patterns over time and uses safeguards to ensure results are based on sufficient evidence.

How does the system promote consistency across evaluators?

The district uses common instruments, training, and calibration processes to support consistency. Multiple measures are combined to reduce the impact of any single evaluation.

Culture & Climate

Why is campus culture and climate included?

A positive school culture supports strong instruction, staff retention, and student success. Including culture and climate reinforces the importance of creating environments where teachers and students can thrive.

How is staff feedback used appropriately?

Survey results are aggregated at the campus level and used as one component of the overall model. The intent is to identify trends and inform leadership practice—not to evaluate individual staff responses.

Fairness, Transparency, and Governance

How does the district ensure the system is fair?

Fairness is supported through clear rules, multiple measures, eligibility safeguards, and transparent documentation. The system is designed to be consistent, predictable, and grounded in approved district policy.

Where can leaders see how their results were determined?

Leaders have access to scorecards and supporting documentation that explain how results were calculated and which measures applied. Technical calculation rules are documented separately for transparency.