IRVING ISD MEASURES OF EXCELLENCE

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2026-27 SCHOOL YEAR

IRVING MEASURES OF EXCELLENCE

STRATEGIC COMPENSATION GUIDEBOOK

2026-27 School Year

PME	APME	TME	ASME
Principals	Assistant/Associate Principals	Teachers	Academic Specialists

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PART 1

1 INTRODUCTION

This part explains what the guidebook covers, why Irving ISD invests in Strategic Compensation, how the positions compare, and the terms used throughout. It also explains how this guidebook works with the annual Scorecards-at-a-Glance pages and the Technical Manual.

IN THIS PART

1.1	Purpose of this guidebook	1.4	Key terms
1.2	Why Irving ISD invests in Strategic Compensation	1.5	How this guidebook fits with other documents
1.3	The positions at-a-glance	1.6	How to read this guidebook

HOW TO USE THIS GUIDEBOOK

Read Parts 1 to 5 first. They apply to everyone. Then turn to the part for your position: Part 6 for principals, Part 7 for assistant/associate principals, Part 8 for teachers, and Part 9 for academic specialists.

PART 1 · INTRODUCTION

1.1 Purpose of this guidebook

This guidebook is the reference for the Irving Measures of Excellence (IME), the scorecards and rules that make up Irving ISD's Strategic Compensation System.

ACRONYM	MEASURES	POSITIONS COVERED	APPRAISAL
PME	Principal Measures of Effectiveness	Campus principals	T-PESS
APME	Assistant Principal Measures of Effectiveness	Assistant principals and associate principals	T-PESS
ASME	Academic Specialist Measures of Effectiveness	Academic specialists	T-PESS
TME	Teacher Measures of Effectiveness	Certified teachers in Groups 1 to 4, Temporary Campus Support (TCS) and Interim teachers	T-TESS

Every employee in these positions receives an annual scorecard and an annual rating. What differs by position is what the scorecard measures and how the rating affects pay. Principals are paid by effectiveness level, set from the average of their two most recent ratings. Teachers, academic specialists, and assistant/associate principals are paid by career stage, built from points earned through their ratings over time. TCS and Interim teachers follow the same career stages as certified teachers and are paid on their own scales until they are certified.

This guidebook is a roadmap, not an exhaustive policy document. It describes how the system works, defines annual ratings, career stages, and effectiveness levels, and shows how each affects pay. Updates will be published as implementation continues.

1.2 Why Irving ISD invests in Strategic Compensation

At Irving ISD, we believe that effective educators and strong campus leadership transform schools and directly affect the success of every student. Research consistently identifies the classroom teacher as the most influential in-school factor in student outcomes, with the campus principal second. Irving ISD is committed to recognizing, supporting, and rewarding effectiveness across every position group.

In alignment with our core values and our commitment to a high-performance culture, the District began this work in the 2025-26 school year with the Principal Measures of Effectiveness. Under the Strategic Compensation System, pay is connected to effectiveness, determined through a comprehensive evaluation process, rather than tenure alone.

The system is designed for sustained performance. For teachers, academic specialists and assistant/associate principals, pay follows a career stage earned over several years, not a single year's rating. Experience is honored when career stages begin, and each year of strong work moves a person forward. For principals, the two-year average serves the same purpose: it reduces the effect of one unusual year in either direction.

1.3 The positions at-a-glance

	PME	APME	ASME	TME
Pay set by	Effectiveness level	Career stage (Assistant Principal I to III)	Career stage (Academic Specialist I to III)	Career stage (Emerging Educator, Educator I to V)
Scorecard components	2	4	2	3
Data capture year	2025-26	2026-27	2026-27	2026-27
First pay year	2026-27	2027-28	2027-28	2027-28
Hold harmless	2026-27 only	2027-28 and 2028-29	2027-28 and 2028-29	2027-28 and 2028-29
Two-year average	From 2028-29	Not used	Not used	Not used
Earliest pay can decrease	2027-28	2029-30, above-career stage pay only	2029-30, above-career stage pay only	2029-30, above-career stage pay only
Pay differs by campus level	Yes	Yes	No	No

TCS and Interim teachers follow the TME timeline and earn career stage like certified teachers, paid on their own scales (3.15) until certified.

Academic specialists (ASME) receive a scorecard and an annual rating from 2026-27. Their scorecards have two components, Student Outcomes and T-PESS. They are paid by career stage, on the same timeline as assistant and associate principals (9.5).

> **SCORECARDS-AT-A-GLANCE**
>
> There are 26 scorecards in 2026-27: 14 for teachers, 3 for academic specialists, 4 for assistant/associate principals, and 5 for principals. Every scorecard totals 100 points. The points for every measure on every scorecard are shown on the annual Scorecards-at-a-Glance pages in 4.12.

1.4 Key terms

Each term below has one meaning in this guidebook. The words annual rating, career stage, effectiveness level, and TIA designation are not interchangeable.

Annual rating	The result of one school year's scorecard, at one of six levels: Unsatisfactory, Progressing, Proficient I, Proficient II, Exemplary or Master.
Appraiser of record	The administrator who completes the teacher's final T-TESS summative in Aware.
Aware	The District's appraisal system of record for T-TESS and T-PESS.

Career stage	For teachers, academic specialists, and assistant principals, the career placement that sets pay. It is built from points and moves at most one stage a year, except at placement and when a person changes roles (Part 3 and 9.5).
Career stage threshold	The total points needed to reach a career stage.
Component	A weighted group of measures on a scorecard, such as Student Outcomes or Administrator Performance.
Creditable year of service	Full-time employment of at least 90 days working 100% of the day, or part-time employment of at least 180 days working 50% to 99% of the day, as defined in 19 TAC §153.1021.
Cut score	The score range that corresponds to each annual rating level. Cut scores are reviewed each year (Rule 9).
Data capture year	A school year in which annual ratings are produced and reported but do not change pay that year.
Day	A contract day: a day the employee is scheduled to work.
District Compensation Manual	The District's compensation documents in effect before the District implemented a Strategic Compensation System.
Effectiveness level	For principals, the level that sets pay. It comes from the average of the two most recent scorecard totals, placed in a level with the cut scores for the most recent rated year (Rule 5), once two years exist.
Hold harmless	During a position's hold harmless years (principals 2026-27; teachers, academic specialists, and assistant principals 2027-28 and 2028-29), no employee's base salary is lower than the protected amount (Rule 7). For these positions, a base salary above career stage pay is kept through 2028-29 and moves to career stage pay in 2029-30.
Interim	A degreed, non-certified, full-time teacher.
Measure	One line on a scorecard, such as a growth measure or T-TESS Domain 1. A measure uses the same data source for every scorecard that lists it.
Median	The middle result among teachers who share the same measure and class type, drawn from the two most recent years (or more years for small groups) and recalculated annually (4.5). The median anchors the point ladder: a result at the median earns half of the measure's points. It differs from the growth median, which compares a student's growth with that of students who started at the same level (4.3).
Placement	The one-time calculation that sets each current teacher's, academic specialist's, and assistant principal's first career stage when career stages begin, from the first annual rating, and for teachers, years of service.
Points	What a teacher, academic specialist, or assistant principal earns from each year's annual rating; teachers can also earn duty points. Points build into a point total that reaches career stage thresholds.
Qualifying position	A position covered by this guidebook: principal, assistant or associate principal, academic specialist, teacher, TCS or Interim teacher.
Rating requirement	A requirement for the top career stages, in addition to points: recent annual ratings of Exemplary or higher. A TIA designation can count in limited cases (3.7).

Scorecard	The set of components and measures, worth 100 points in total, produces an employee's annual rating.
Scoring method	One of five standard methods (A to E) that turns a measure's result into a share of its points (4.1).
Target	A fixed value set in advance by the state, the TIA performance standards, the District or the department that owns the measure (4.5).
TCS	Temporary Campus Support. A person serving as a classroom teacher without certification. TCS and Interim teachers are separate groups with separate pay scales and follow the same career stage rules.
Technical Manual	The companion document that holds every number: cut tables, medians, targets, which students count, data sources, timing, and formulas. It is an administrative document issued by the District each year in two stages: how each measure is scored and the medians and the cut scores for rating levels after the summer data review (Rule 9).
TIA designation	A designation of Acknowledged, Recognized, Exemplary or Master earned through the state's Teacher Incentive Allotment, using Irving ISD's local designation system. It does not set pay at Irving ISD except for the starting career stage of a teacher hired with a current designation (3.10).
Two-year average	The average of the two most recent scorecard totals, placed in a level with the cut scores for the most recent rated year (Rule 5). Used to set effectiveness levels. Not used for career stages.

1.5 How this guidebook fits with other documents

Three documents work together. This guidebook describes what is measured and how each kind of measure works. It does not show target values, cut tables, or cut scores, so it stays accurate when those are recalibrated. Career stage thresholds, point values, and pay are Part 3. Like the state's accountability system, the detailed method used is published in a separate Technical Manual.

DOCUMENT	WHAT IT HOLDS	WHEN IT CHANGES
IME Guidebook (this document)	Positions, business rules, career stages, the measures that can appear on each kind of scorecard, the five scoring methods, the point ladder around the median, verification, and appeals.	The Guidebook and its Scorecards-at-a-Glance pages will be maintained on the District website. The most current version, including any revisions, will be posted with an updated publication date. Employees are responsible for consulting the District website for the most current version. Revisions during the school year may occur only as permitted under Section 1.6.
Scorecards-at-a-Glance	Which measures appear on each scorecard and the points each carries for the school year.	Once a year, before the school year begins, as the guidebook's annual addendum.
IME Technical Manual	Every number: cut tables, medians, targets, which students count, minimum group sizes, data sources and timing, formulas, worked examples, and the verification calendar.	Two stages each year (Rule 9). First stage, how each measure is scored, every fixed target, how medians and cut scores are set, and which values are final for the year. Second stage, after the summer data review: the values set from that year's results, calculated by the first-stage methods.

1.6 How to read this guidebook

Where two statements seem to differ, a rule that names the position and the topic controls over a general statement. The Scorecards-at-a-Glance pages and the Technical Manual control only on the matters assigned to them in 1.5 and Rule 9.

Employee compensation is established annually by the Board of Trustees in accordance with applicable law. This Guidebook outlines the rules and methodology used to determine compensation under the Board-adopted compensation plan. It does not constitute an employment contract, guarantee continued employment, or contract renewal, or supersede the terms of an employee's employment contract.

Updates to IME Rules. The District may update IME rules, measures, scoring methods, and procedures to support continuous improvement, fairness, and compliance with applicable requirements. Updates will be reflected in the current Guidebook, Scorecards-at-a-Glance, or Technical Manual posted on the District website, with revised publication dates. All updates remain subject to applicable law, Board policy, and employment contract requirements. Circumstances not expressly addressed in this Guidebook will be evaluated by the District on a case-by-case basis, consistent with the established compensation framework, applicable policies, and law.

PART 2

2 BUSINESS RULES

These ten rules govern how annual ratings are produced, reviewed, and used. Some apply to every position. Others apply only where pay is set by effectiveness level: principals. For teachers, TCS and Interim teachers, academic specialists, and assistant/associate principals, those rules are replaced by the career stage rules in Part 3. Each rule states who it applies to.

IN THIS PART

2.1	The six annual rating levels	**2.7**	Rule 6 · One level of movement per year
2.2	Rule 1 · Entering at Progressing	**2.8**	Rule 7 · Hold harmless
2.3	Rule 2 · New hires with prior experience	**2.9**	Rule 8 · Pay reductions
2.4	Rule 3 · Late hires	**2.10**	Rule 9 · Annual cut score review
2.5	Rule 4 · Attendance, days on contract and extended leave	**2.11**	Rule 10 · Data verification and appeals
2.6	Rule 5 · The two-year average		

HOW THIS PART IS USED

Each rule is written to stand on its own, so it can be cited by number. Where a rule depends on a number, such as a cut score or a date, the number is published for the school year in the Technical Manual.

PART 2 · BUSINESS RULES

2.1 The six annual rating levels

Every position receives an annual rating at one of the same six levels, in the same order. For principals, ratings set an effectiveness level, and the effectiveness level sets pay. For teachers, TCS and Interim teachers, academic specialists, and assistant/associate principals, each rating earns points toward a career stage (Part 3).

SIX ANNUAL RATING LEVELS

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

RATING LEVEL	WHAT IT SIGNALS
Unsatisfactory	Significant improvement is needed.
Progressing	Entry-level proficiency in most areas of duty.
Proficient I	An enhanced skill set and mastery of some duties, while maintaining effectiveness in others not yet mastered.
Proficient II	Mastery of most duties, maintained effectiveness in all other areas, and increasingly effective impact.
Exemplary	Mastery of nearly all duties, enhanced performance in all other areas, and strong impact on growth and achievement.
Master	Exceptional mastery in all duties, exemplary performance in all areas, and the strongest possible impact across all domains, duties and growth and achievement measures.

WHICH RULES APPLY TO WHOM

RULE	PME	APME	ASME	TME	TCS, INTERIM
1 · Entering at Progressing	Yes	Part 3	9.5	Part 3	Part 3
2 · New hires with prior experience	Yes	Part 3	9.5	Part 3	Part 3
3 · Late hires	Yes	Yes	Yes	Yes	Yes
4 · Attendance and extended leave	Yes	Yes	Yes	Yes	Yes
5 · Two-year average	Yes	Part 3	9.5	Part 3	Part 3
6 · One level per year	Yes	Part 3	9.5	Part 3	Part 3
7 · Hold harmless	Yes	Yes	Yes	Yes	Yes
8 · Pay reductions	Yes	Part 3	9.5	Part 3	Part 3
9 · Cut score review	Yes	Yes	Yes	Yes	Yes
10 · Verification and appeals	Yes	Yes	Yes	Yes	Yes

"Part 3" means the rule is replaced for that position by the career stage rules in Part 3. "9.5" means the rule is replaced for academic specialists in Part 9 section 9.5.

2.2 Rule 1 · Entering at Progressing

APPLIES TO Principals new to the role.

Newly appointed principals with less than 3 years experience in that role are placed at the Progressing effectiveness level for the first school year and paid at the Progressing amount for the role and campus classification. From the second year, pay follows the effectiveness level earned under this guidebook.

PROGRESSING ENTRY AMOUNTS

PRINCIPALS	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	CARDWELL	SINGLEY	IRVING, MACARTHUR, NIMITZ
Progressing	$100,000	$110,000	$115,000	$100,000	$117,500	$130,000

2.3 Rule 2 · New hires with prior experience

APPLIES TO Principals.

A principal entering Irving ISD with at least three full years of creditable experience as a principal, as verified by Human Resources, is placed at Proficient I for the first school year and receives the corresponding salary for their campus classification. (6.4).

2.4 Rule 3 · Late hires

APPLIES TO All positions.

In this guidebook, a day is a contract day: a day the employee is scheduled to work under their contract. An employee hired during the school year must work at least 90 contract days in the position to receive an annual effectiveness rating. Base pay stays unchanged until the first full year of evaluation. From then on, pay follows the effectiveness level or career stage earned from that year's data. For teachers, academic specialists, and assistant principals, the partial year earns no points. It is a year without a rating (Rule 4).

2.5 Rule 4 · Attendance, days on contract and extended leave

APPLIES TO All positions.

Ninety days in the position

T To receive an annual effectiveness rating, an employee must work at least 90 contract days in the position and have a completed summative evaluation, as applicable. Protected leave is treated differently on the teacher's attendance measure: it is not counted against the teacher as an absence (2.11). The same 90-day rule applies to principals, assistant/associate principals, academic specialists, teachers, and TCS and Interim teachers.

Days in different qualifying positions do not combine. For example, a teacher who joins Irving ISD on November 17, 2026, and becomes an assistant principal on March 4, 2027, does not work 90 contract days in either position. No annual rating is earned for 2026-27 in either role.

A year without a rating

A year without a rating occurs when an employee is hired late (Rule 3), works fewer than 90 days in a qualifying position, or does not receive a summative T-TESS/T-PESS evaluation (4.11). In a year without a rating:

- The previous effectiveness level or career stage, and the pay that goes with it, stay in effect. If none has been set, base pay stays unchanged.
- For principals, the two-year average uses the two most recent years that were rated on the current scorecards. If only one rated year exists, that rating alone sets the level.
- For teachers, academic specialists, and assistant principals, the year earns no points. It is skipped when counting the last three years for a rating requirement, and when counting two consecutive years for moving down a career stage: it neither counts as a year nor breaks a run of years.
- A year without a rating earns no points, and it cannot lower a level or a career stage.

2.6 Rule 5 · The two-year average

APPLIES TO Principals. Not used for career stages.

Once a principal has two years of annual ratings on the current scorecards, the effectiveness level is set by the average of the two most recent ratings, not by a single year. This gives a steadier measure of effectiveness and reduces the effect of one unusual year in either direction. Until a position has two ratings on the current scorecards, the effectiveness level is set by a single rating. For principals, that is 2026-27 pay (the 2025-26 rating) and 2027-28 pay (the 2026-27 rating).

PAY YEAR	PRINCIPALS (PME)
2026-27	2025-26 rating alone (prior scorecard)
2027-28	2026-27 rating alone
2028-29	Average of 2026-27 and 2027-28
Each year after	Average of the two most recent ratings

The two ratings are averaged as scorecard totals, and the average is placed at a level using the cut scores in the Technical Manual edition for the most recent rated year.

The principal scorecard changed for 2026-27, so 2026-27 is year 1 of the two-year average for principals. A 2025-26 rating is never averaged with a 2026-27 rating. A principal who moves to a campus at a different campus level uses the new campus level cut scores; until two ratings exist at that level, the most recent rating alone sets the level.

Before a score is placed in a level, the average is rounded to two decimal places. A score exactly at a cut score is at the higher level.

2.7 Rule 6 · One level of movement per year

APPLIES TO Principals. Teachers, TCS and Interim teachers, academic specialists, and assistant/associate principals move by career stage under 3.6.

An effectiveness level moves by no more than one level a year, up or down. If a two-year average points to a change of more than one level, the change that year is one level. This keeps pay steady and predictable for employees and for the District.

2.8 Rule 7 · Hold harmless

APPLIES TO All positions. Hold-harmless protections apply during the designated years for each position, while provisions governing campus changes and the timing of pay adjustments apply annually.

During the designated hold-harmless years, employees' base salaries will not decrease. This protection applies to principals in 2026-27 and to teachers, academic specialists, and assistant principals in 2027-28 and 2028-29. Each salary in those years is at least the employee's base salary as of July 1, 2026 (principals: July 1, 2025). Base pay in those years can only stay the same or increase.

POSITION	HOLD HARMLESS YEAR	SALARY PROTECTED AT THE AMOUNT AS OF
PME · Principals	2026-27	July 1, 2025
APME · Assistant/associate principals	2027-28 and 2028-29	July 1, 2026
ASME · Academic specialists	2027-28 and 2028-29	July 1, 2026
TME · Teachers, TCS and Interim	2027-28 and 2028-29	July 1, 2026

Teachers, TCS and Interim teachers, academic specialists, and assistant/associate principals are held harmless for two years, through 2028-29. A base salary above career stage pay is kept through 2028-29 and moves to career stage pay in 2029-30 (3.12).

Increase cap

During the first three years of the Enhanced TIA system (2027-28, 2028-29, and 2029-30), salary increases for every position are capped at $7,000 per year. The cap covers increases that result from a rating-driven change in effectiveness level or career stage. It does not cover a move to a different role (3.11), the move to certified teacher pay when a TCS or Interim teacher becomes certified (3.15), or any change required by state law. The cap operates separately from hold harmless. Because the principals' 2026-27 hold-harmless year precedes the cap years, the cap does not apply to that year.

Campus changes

Teachers, including TCS and Interim teachers, and academic specialists: pay does not depend on the campus. Your career stage, points and pay go with you to any Irving ISD campus. A move during the school

year can change which scorecard you are rated on (4.4); a teacher with no student outcome measures that can be scored is rated on the Group 4 scorecard (8.2).

Principals and assistant/associate principals: pay depends on the campus (3.5 and 6.4). Your career stage or effectiveness level goes with you; only the campus pay changes.

- Transfer to a higher-paying campus classification: Salary increases to the applicable campus amount effective on the date of the new assignment (e.g., elementary to middle school).
- Employee-requested transfer to a lower-paying campus classification: Salary decreases to the applicable campus amount effective on the first day of the new assignment (e.g., middle school to elementary).
- District reassignment to a lower-paying campus classification: The employee retains their current base salary for the remainder of the school year in which the reassignment occurs. *Example: an Assistant Principal III at a high school ($111,000) is reassigned to an elementary school, where Assistant Principal III pays $101,000. Her base salary stays at $111,000 for the remainder of the school year.*

Becoming an associate principal is a change of role, not of campus. You keep your career stage and are paid the associate principal amount for it. The $7,000 increase cap does not apply.

When pay changes during the year

Annual ratings become final in the fall, after verification and appeals (Rule 10), which is after the contract year has begun. Until then, each employee is paid their current base salary.

Employees are notified in writing of any compensation adjustments. When a rating raises pay, the increase is spread over the remaining paychecks of the contract year. When an employee receives a rating below the minimum required for their career stage, their base salary remains unchanged for the contract year already in progress. A second consecutive rating below the minimum will result in a salary reduction for the following contract year, subject to applicable hold-harmless provisions. This rule sets when a change is paid; it does not change which ratings set the level or career stage (Rule 8, 3.8).

2.9 Rule 8 · Pay reductions

APPLIES TO Principals. For teachers, TCS and Interim teachers, academic specialists, and assistant principals, see 3.8 and 3.12.

After a position's hold harmless year, pay can increase or decrease with the effectiveness level. Reductions follow three limits:

- From 2028-29, a reduction is based on the effectiveness level set by the two-year average, not a single year's rating. The one exception is principal pay for 2027-28, which is set by the 2026-27 rating alone and can decrease by no more than one level. A level set from a single rating because a year had no rating does not reduce base pay; base pay is held at its current level until a two-year average sets the level.
- Base pay cannot be reduced by more than one level in a school year.

- A salary reduction takes effect only after annual ratings are final, including verification and appeals (Rule 10), and only in a future contract year for which the employee's salary has not yet been established.

2.10 Rule 9 · Annual cut score review

APPLIES TO All positions.

Cut scores translate scorecard totals into annual rating levels. They are reviewed at least once a year, so the ranges stay accurate and appropriately challenging while expectations stay consistent across the system. The review also covers the thresholds, medians, targets and data rules in the Technical Manual, and the career stage thresholds, point values and duty point list in Part 3. (See 4.6 and the Technical Manual for more information about the IME Fairness Review.)

There is no limit on how many people can hold any career stage. Everyone who meets a stage's points and rating requirements receives that stage, regardless of how many others have also earned it. In the first years of the system, the increase cap in Rule 7 also limits annual pay increases.

The Technical Manual

The Technical Manual is an administrative document issued by the District. The Technical Manual for each school year is published in two stages. The first stage sets out how each measure is scored, every fixed target, how each median and the cut scores will be set, and the checks the IME Fairness Review applies.

The second stage, after the summer data review, is an IME Fairness Review of that year's final results. For each measure scored against the median, the review checks whether any group of teachers (by campus level, course type, program, or the students they serve, such as special education students, emergent bilingual students and students who start the year behind) earns noticeably fewer points than other teachers on the same measure. If so, the goal groups for that measure may be adjusted, so every teacher has an equal chance to earn points. Adjustments are based only on characteristics shared across the district, never on the results of individual teachers or campuses.

For other measures, a measure is reevaluated when its average is below 40 percent or above 60 percent of points, or when most employees earn all or none of the points. Adjustments may raise or lower the share of points a result earns. They are made only through the checks published in the first stage, only on characteristics shared across the District, never on the results of individual employees or campuses, and every adjustment is documented and published in the IME Fairness Review. The growth tables aligned to the TIA performance standards, T-TESS Domains 2 and 3; campus attendance and teacher attendance are not subject to this review. The second stage also adds the cut scores that place scorecard totals in annual rating levels and any median or target that depends on that year's state results. No rating is final, and none is used to set pay or career stage, until the second stage is published. Once the second stage is published, that year's medians, targets, and cut scores do not change. A correction is made only to fix an error, and every affected employee is told in writing.

2.11 Rule 10 · Data verification and appeals

APPLIES TO All positions.

Every employee in a qualifying position reviews the data used in their evaluation. Verification confirms that the information on the scorecard is accurate and belongs to the employee, and it takes place before scores are final and before pay is set. A disagreement with an appraisal rating follows the appraisal appeal process instead.

What the employee verifies

Assignment	Campus, position, scorecard assignment, and evaluation year.
Roster	The students, staff, or courses attributed to the employee for each measure.
Measure results	The reported value for each measure, such as percentage met, participation rate, attendance, or average daily attendance. For T-TESS and T-PESS, the employee confirms that the rating on the scorecard matches the final rating of record.
Summary results	Points earned for each component and the total score.

The Performance Outcomes and Data department releases each preliminary scorecard and administers the IME Verification and Appeals Form. Employees use a secure, District-provided means to review the scorecard and the data behind it, submit a verification response, and file a discrepancy or appeal. Employees can see only their own data. For the culture and climate survey, employees can review the summary data that contributes to their scorecard, but they cannot see individual survey responses.

What verification does not cover

Verification confirms the accuracy of data. It does not reopen the design of the system or an appraiser's judgment. The following are set by the District and are not subject to verification: the measures on a scorecard, their points and weights, the scoring methods, the cut scores, career stage thresholds and point values, and pay amounts. A concern that a published method was applied incorrectly, however, is a data concern and can be raised under this rule.

A disagreement with a T-TESS or T-PESS rating is resolved through the District's existing appraisal appeal process, on that process's timelines. Only the transfer of the final rating onto the scorecard is verified here. If the employee appeals their summative evaluation rating and the outcome of the appeal changes the rating, the scorecard is updated to the rating of record.

Invalid tests are identified and removed by the District's Assessment office before scorecards are calculated. A removed test is left out of every calculation that would use it, and campuses do not submit testing irregularities.

Teacher attendance and protected leave

The teacher attendance measure excludes absences taken under qualifying legally protected leave, including, but not limited to, family and medical leave and military leave. Absences that do not qualify for exclusion, including ordinary sick and personal leave, count toward the attendance measure.

Employees are responsible for regularly reviewing their attendance records and leave balances for accuracy. If an employee believes there is a discrepancy in their leave records, they should first contact their immediate supervisor to address their concern.

The verification process

1	The Performance Outcomes and Data department releases a preliminary scorecard to each employee, showing assignment, roster, and summary results.
2	The verification and appeal window opens, and the employee is notified in writing at their District email address. It stays open for two calendar weeks from the release of preliminary scorecards. A second notice is sent three working days before the window closes.
3	The employee submits the IME Verification and Appeals Form with one of two responses: Verified, or Discrepancy Noted, naming the item believed to be wrong and the reason, with any supporting documents. A concern about an appraisal rating must be addressed through the appraisal appeal process instead. The IME Verification and Appeals Form is strictly intended for the verification of accurate data.
4	The response is recorded with an electronic signature and date.
5	If no response is given in the window, the scorecard is issued.

Verification confirms that the data is accurate. It is not agreement or disagreement with the resulting rating.

Discrepancy review and appeals

The District reviews each discrepancy and provides a written decision stating whether a correction was made and why. If a correction changes the score, a revised scorecard is issued. Employees may appeal a discrepancy decision through the IME Verification and Appeals Form. Appeals are reviewed by a District designee who was not involved in the initial decision, and are limited to data accuracy (roster, assignment or measure results) and the incorrect application of a published scoring method or business rule. Appeal decisions are final under the IME process for that school year, except for an error found after scores are finalized (below).

A working day is a day the District's central offices are open. The window to submit a verification response or a discrepancy is 10 working day. The District issues a written response within 10 working days of receiving the verification request. The District reserves the right to request an extension of time to respond to the data verification request as necessary to ensure that its response is thorough, accurate, and complete. An employee may appeal within 5 working days of a decision, and the appeal is decided within 10 working days.

Errors found after scores are final

If an error is found after scorecards are final, the District corrects the scorecard and the annual rating, effectiveness level, or career stage of record. If the correction changes pay, Human Resources determines the adjustment, including any retroactive amount. An employee's base salary will not be reduced after it has been established for the year. The corrected record is used in all later calculations, including the two-year average and career stage points.

The data capture year and records

In 2026-27, verification applies to all positions, including academic specialists, assistant principals, and teachers whose ratings do not yet affect pay. This allows the District to process and validate the data. The 2026-27 rating is a baseline that is used later: it sets teacher, academic specialist, and assistant principal placement (3.9) and year 1 of the two-year average for principals. Verification gives employees the opportunity to identify and correct discrepancies. The District retains each employee's verification responses, discrepancies, decisions, appeals, and correction with the scorecard of record, so every final score can be verified against published rules and the employee's own data.

PART 3

3 CAREER STAGES FOR TEACHERS AND ASSISTANT PRINCIPALS

Teachers, including TCS and Interim teachers, academic specialists, and assistant/associate principals are compensated based on career stage. Annual ratings earn points that accumulate over time, and career stage determines pay. For these positions, the following rules replace Rules 1, 2, 5, 6, and 8. Scorecards and annual ratings remain unchanged; only how ratings translate into compensation differs.

IN THIS PART

3.1	How a rating becomes pay	3.10	New hires
3.2	Points earned each year	3.11	Moving between roles
3.3	Duty points	3.12	Hold harmless
3.4	Teacher career stages	3.13	Increase cap
3.5	Assistant principal career stages	3.14	Funding
3.6	Moving up	3.15	TCS and Interim teachers
3.7	Rating requirements	3.16	How rating patterns move a person through the career stages
3.8	Moving down a career stage	3.17	The leadership pipeline
3.9	Placement when career stages begin		

BUILT FOR SUSTAINED PERFORMANCE

A single difficult year cannot result in a lower career stage. Career stage reflects performance over time, while years of service are considered only during initial placement into the career stage system.

PART 3 · CAREER STAGES

3.1 How a rating becomes pay

1. Each school year produces an annual rating from the scorecard.
2. The rating earns points (3.2). Duty points may be added (3.3).
3. Points add up across years.
4. When the total reaches the next career stage threshold, and any rating requirement is met (3.7), the person moves up one career stage for the next pay year.
5. Career stage sets pay (3.4 and 3.5).

The annual rating also supplies data for TIA designations. A TIA designation is separate from an employee's career stage and does not determine pay at Irving ISD, except when establishing the initial career stage for a newly hired teacher with an active designation (3.10). In limited cases, a TIA designation may also satisfy one of the rating requirements for career stage advancement (3.7).

3.2 Points earned each year

ANNUAL RATING	POINTS EARNED
Unsatisfactory	0
Progressing	0
Proficient I	30
Proficient II	60
Exemplary	100
Master	150

Years of service earn no points after placement (3.9). Point values are reviewed each year under Rule 9.

3.3 Duty points

A teacher can earn up to 10 duty points a year for duties on a published District list, each with a fixed value. Duty points count only in a year rated Proficient I or higher and never count toward a rating requirement. Duty points begin with the 2027-28 school year. The District is finalizing the list of duties and their values, and it is published in Appendix B before each school year.

3.4 Teacher career stages

Only certified teachers are paid the teacher career stage amounts below. TCS and Interim teachers hold the same career stages and are paid on their own scales until they are certified.

CAREER STAGE	ANNUAL PAY	POINTS TO REACH	ALSO REQUIRES
Emerging Educator	$55,030	Unsatisfactory 2026-2027 rating (3.8)	Moves to Educator I at 30 points
Educator I	$67,000	30	Entry stage for new hires
Educator II	$75,000	150	None
Educator III	$82,000	400	None
Educator IV	$87,000	750	One Exemplary or higher rating in the last three years
Educator V	$100,000	1,000	Two Exemplary or higher ratings in the last three years

Emerging Educator is a support stage. A certified teacher whose first annual rating is Unsatisfactory begins at Emerging Educator, and years of service are not applied to the placement total (3.9). One rating of Proficient I or higher earns the 30 points needed to reach Educator I. If earned in 2027–28, the one-time placement review (3.9) also credits the teacher's years of service, allowing those additional points to count toward future career stage advancement.

3.5 Assistant principal career stages

Assistant/associate principals earn points the same way teachers do. Career stage travels with the employee, while compensation is determined by campus classification.

CAREER STAGE	POINTS TO REACH	ALSO REQUIRES
Assistant Principal I	Entry career stage	None
Assistant Principal II	100	None
Assistant Principal III	300	One Exemplary or higher rating in the last three years

ANNUAL PAY	EC AND CARDWELL	ELEMENTARY	MIDDLE	ASST. SINGLEY	HIGH	ASSOC. SINGLEY	ASSOC. COMP. HS
AP I	$75,000	$80,000	$86,500	$89,750	$93,000	$95,000	$98,000
AP II	$87,000	$92,000	$95,000	$97,500	$100,000	$102,500	$105,000
AP III	$93,000	$101,000	$104,500	$107,750	$111,000	$113,500	$116,000

There is no Emerging Educator career stage for assistant principals. An assistant principal rated Exemplary each year reaches Assistant Principal III in year three, while one rated Master each year reaches it in year two. An assistant principal rated Proficient II each year stays at Assistant Principal II.

3.6 Moving up

A person moves up at most one career stage a year, and only in a year rated Proficient I or higher. A career stage reached is effective for the next pay year.

3.7 Rating requirements

Points make a person eligible for a career stage. The top career stages have a rating requirement. Educator IV requires at least one annual rating of Exemplary or higher in the last three IME rated years; Educator V requires at least two. Assistant Principal III requires at least one. Points alone, including duty points, do not satisfy these rating requirements.

A current TIA designation of Exemplary or Master may count as one qualifying rating toward a career-stage requirement, provided it was earned in a year not covered by an Irving ISD annual rating. In practice, this is a teacher or assistant principal who arrives with a designation earned elsewhere, or a designation earned before Irving annual ratings exist. A TIA designation may count as one qualifying rating in total, regardless of the number of years or career-stage advancements. It does not earn points or change initial placement and cannot be the sole qualifying rating for Educator V.

3.8 Moving down a career stage

A person moves down one career stage after two consecutive years rated below the minimum required for their current career stage . The minimum rating is higher for the top career stages because those stages reflect sustained strong performance.

A career-stage reduction finalized in the fall does not reduce an employee's base salary during the current school year. Any resulting salary reduction takes effect no earlier than the following school year, subject to applicable hold-harmless provisions and employment contract requirements.

A point total equal to a career stage's threshold satisfies the point requirement. Emerging Educator has a threshold of 0 points, and a teacher at Emerging Educator advances to Educator I upon earning 30 points. All other teacher placements and new teacher hires begin at Educator I or higher.

CAREER STAGE	MOVES DOWN ONE CAREER STAGE AFTER TWO CONSECUTIVE YEARS RATED
Educator II, Educator III, Assistant Principal II	Below Proficient I (Progressing or Unsatisfactory)
Educator IV, Educator V, Assistant Principal III	Below Proficient II (Proficient I or lower)
Educator I	Below Proficient I (Progressing or Unsatisfactory): moves to Emerging Educator
Assistant Principal I	Unsatisfactory: the assignment is subject to review (3.5)

When a person moves down a stage, their point total resets to the threshold of the new career stage. A year without a rating (Rule 4) is skipped: it neither counts toward the two years nor breaks a run of consecutive years. After a move down, the count starts again. A person who holds a career stage with a rating requirement is moved down only by the floor above, not for lacking a new qualifying rating.

3.9 Placement when career stages begin

Current teachers will receive a one-time initial career-stage placement for the 2027-28 pay year using a single placement total. Current assistant/associate principals are placed by the points from their first rating, as described below. Initial placement uses the same career stage thresholds (3.4 and 3.5), rating requirements (3.7), and the specific placement rules outlined below.

> **PLACEMENT TOTAL**
>
> The initial placement total is calculated by awarding 20 points for each creditable year of service, up to 20 years, plus three times the points from the 2026-27 annual rating. Years of service add no more than 400 points.

TEACHER PLACEMENT LIMITS

- No one is initially placed at Educator V.
- Initial placement at Educator IV requires a first rating of Master.
- For the one-time 2027-28 placement only, a first annual rating of Exemplary or Master places no lower than Educator III. A placement total below 400 is set to 400, the Educator III threshold. This floor does not apply to career stage moves after placement (3.6 and 3.8).
- For the one-time 2027-28 placement only, a first annual rating of Proficient I or Proficient II places no higher than Educator II, with a maximum point value limited to 399. A subsequent rating of Proficient I or higher may qualify for advancement to Educator III beginning with the 2028-2029 rating. A better 2027-28 rating can move the person up sooner only through the placement review. This limit does not restrict career stage moves after placement (3.6).
- For the one-time 2027-28 placement only, a first annual rating of Progressing places no higher than Educator I. This limit does not apply to career stage moves after placement (3.6).

ASSISTANT AND ASSOCIATE PRINCIPALS

- Current assistant and associate principals start with the points from their 2026-27 annual rating and are placed at the career stage those points reach. Years of service do not earn points. The placement total is the starting point balance, and points earned from the 2028-29 rating onward are added to it.
- New assistant and associate principals start at Assistant Principal I with 0 points.

NO 2026-27 ANNUAL RATING

- A person with no 2026-27 annual rating is placed after their first rated year, using that rating in the applicable placement calculation. Until placement is determined, base pay stays unchanged.

ONE-YEAR PLACEMENT REVIEW

- Placement is provisional for one year. Once 2027-28 ratings are final, the total is recalculated as 20 points for each creditable year (up to 20) plus three times the points from the better of the first two ratings. Creditable years are counted as of the end of 2026-27, and duty points are counted once, never multiplied.
- The 2027-28 rating's points count only through this recalculation. They are not added to the placement total or added a second time. The recalculated total replaces the placement total only if it is higher; otherwise, the placement total stands and the 2027-28 rating adds no points.

- A person can move up from the review, never down, by at most one career stage, and only if any rating requirement is met (3.7). The Educator II limit above applies when the better of the two ratings is Proficient I or Proficient II, and the Educator III floor applies when it is Exemplary or Master. For assistant and associate principals, the review applies the rating rule above to the better of the first two ratings, with the same floor.
- After the review, moves follow 3.6 and 3.7. The increase cap still applies.

PLACEMENT EXAMPLES

TEACHER	YEARS	FIRST RATING	SERVICE POINTS	RATING POINTS	TOTAL	PLACED AT
Teacher A	10	Proficient II	200	180	380	Educator II
Teacher B	3	Exemplary	60	300	360, set to 400	Educator III, the floor for an Exemplary rating
Teacher C	22	Proficient I	400 (cap)	90	490, set to 399	Educator II, the limit for a Proficient first rating. The total is set to 399, so a 2028-29 rating of Proficient I or higher moves this teacher to Educator III for 2029-30. Salary above $75,000 is held through 2028-29 (3.12).
Teacher D	28	Master	400 (cap)	450	850	Educator IV
Teacher E	18	Progressing	360	0	360	Educator I; salary rises toward career stage pay under the cap (3.13)
Teacher F	8	Unsatisfactory	Not counted	0	0	Emerging Educator; salary held through 2028-29, then moves to career stage pay (3.12). A 2027-28 rating of Proficient I or higher adds the 160 service points back in the placement review and moves this teacher to Educator I.
Teacher G	25	Exemplary	400 (cap)	300	700	Educator III. Short of 750 for Educator IV: a Master rating in 2027-28 moves this teacher up through the placement review, or an Exemplary rating in 2028-29 reaches 800

ASSISTANT PRINCIPAL PLACEMENT EXAMPLES

ASSISTANT PRINCIPAL	FIRST RATING	STARTING POINTS	PLACED AT (HIGH SCHOOL PAY)
AP A	Proficient II	60	Assistant Principal I, $93,000. One more rating of Proficient II or higher brings the balance past 100 and moves the person to Assistant Principal II. Pay above $93,000 is held under 3.12.
AP B	Exemplary	100	Assistant Principal II, $100,000. Two more Exemplary ratings bring the balance to 300 and move the person to Assistant Principal III.
AP C	Progressing	0	Assistant Principal I, $93,000. Pay above $93,000 is held under 3.12.
AP D	Master	150	Assistant Principal II, $100,000. One more Master rating brings the balance to 300 and moves the person to Assistant Principal III.

3.10 New hires

- A certified teacher new to Irving ISD enters at Educator I ($67,000) with 0 points and earns points from the first year, whatever their years of service. A teacher with one or more creditable years and a current TIA designation of Acknowledged, Recognized, Exemplary or Master, verified by Human Resources, enters at Educator II ($75,000) with 150 points.
- Creditable years of service do not set a new employee's career stage. The placement formula in 3.9 applies to teachers and assistant principals already on staff when career stages begin.
- An assistant or associate principal new to Irving ISD enters at Assistant Principal I with 0 points. An employee transitioning from an Irving ISD teacher career stage is placed according to Section 3.11.
- A new teacher moves to Emerging Educator only after two consecutive years rated below Proficient I, consistent with Section 3.8.
- An employee who leaves a teacher, academic specialist, or assistant principal position and returns to Irving ISD within one school year keeps their career stage and points. Compensation is based on the applicable career-stage salary subject to the hold harmless provisions in Section 3.12. Employees returning after more than one school year are treated as new hires.

3.11 Moving between roles

TEACHER TO ASSISTANT OR ASSOCIATE PRINCIPAL

A teacher who becomes an assistant or associate principal enters by their teacher career stage:

- Educator I through Educator III enter at Assistant Principal I, Educator IV at Assistant Principal II, and Educator V at Assistant Principal III.
- The rating requirement for Assistant Principal III applies (3.7). A teacher who does not meet it enters at Assistant Principal II.
- The employee's point total is reset to the threshold of the new career stage.
- First-year pay is the higher of the applicable career-stage salary for the campus classification or the teacher's current base salary. If the employee's current base salary exceeds the new career-stage salary,

that salary is maintained without additional career-stage increases until the applicable career-stage salary exceeds it. The increase cap (3.13) does not apply to the role change.

- Example: at a high school, an Educator V teacher ($100,000) enters at Assistant Principal III ($111,000), and an Educator II teacher ($75,000) enters at Assistant Principal I ($93,000).

ASSISTANT/ASSOCIATE PRINCIPAL OR ACADEMIC SPECIALIST TO TEACHER

- Guidance forthcoming

PRINCIPALS AND ROLE MOVES IN GENERAL

- Principals remain on PME. An assistant or associate principal who becomes a principal is paid according to Rule 1.
- A principal who moves into a teacher or assistant principal position will be placed in accordance with applicable District compensation practices.

3.12 Hold harmless

Through 2028-29, no teacher, academic specialist, or assistant principal is paid less than their base salary as of July 1, 2026, and anyone whose base salary is above career stage pay keeps that base salary, without career stage increases (Rule 7).

Beginning in 2029-30, employees whose base salaries exceed their applicable career stage salary, will transition to the salary associated with their career stage, subject to applicable employment contract requirements.

Career stage salaries published in this guidebook reflect 2026-27 amounts and are subject to annual Board approval. Unless otherwise approved by the Board, employees will not receive across-the-board salary increases. Salary adjustments under IME are determined by applicable career-stage compensation.

A reduction in career stage under Section 3.8 will not result in a base salary reduction before 2029-2030.

Example: a teacher earning $80,000 with 20 years of service, who is initiallyplaced at Emerging Educator ($55,030) after an Unsatisfactory first rating, retains their $80,000 base salary through 2028-29. Beginning in 2029-30, compensation will be determined by the teacher’s applicable career stage.3.13 Increase cap

During 2027-28, 2028-29 and 2029-30, a salary moves toward its career stage or level pay by no more than $7,000 in a year.

For example, a 20-year teacher with a Master first rating has 850 points and is placed at Educator IV ($87,000). If the teacher’s starting base salary is $70,000, their salary increases to $77,000 in 2027-28, $84,000 in 2028-2029, and $87,000 in 2029-30, assuming they maintain their effectiveness ratings.

Because annual increases are capped, placement at a career stage does not guarantee an employee will receive its full salary amount. If subsequent performance results in a lower career stage before the full amount is reached, the employee may never receive that amount.

The cap applies to every position (Rule 7). It does not apply to a move to a different role (3.11), certification of a TCS or Interim teacher, or a change required by state law.

3.14 Funding

An IME annual rating earns points toward career stage. A TIA designation is a separate state designation (3.1). District compensation is determined by the applicable IME career stage.

3.15 TCS and Interim teachers

TCS and Interim teachers earn and keep career stages exactly as certified teachers do (3.2 to 3.8). Until certified, they are paid on their own scale:

CAREER STAGE REACHED	INTERIM	TCS
Emerging Educator	$45,000	$40,000
Educator I	$61,000	$46,000
Educator II	$62,000	$48,000
Educator III	$63,000	$51,000
Educator IV	$64,000	$54,000
Educator V	$66,500	$57,000

New TCS and Interim teachers enter at Educator I with 0 points; current ones are placed under 3.9. At certification, pay moves to certified pay for the same career stage (3.4); points carry over, and the increase cap does not apply. Otherwise, hold harmless (3.12) and increase cap (3.13) provisions apply.

3.16 How rating patterns move a person through the career stages

The table shows the school year, counting from the first year in career stage, in which a person who earns the same annual rating every year reaches each career stage. It assumes the person starts at Educator I or Assistant Principal I with no points, earns no duty points, and moves up one career stage at most each year (3.6). A career stage reached is effective for the next pay year. The table is an illustration only: it shows how quickly each rating builds points if it is earned every year. Actual career advancement depends on the employee's annual ratings and accumulated points.

TEACHERS

ANNUAL RATING, EVERY YEAR	EDUCATOR II (150)	EDUCATOR III (400)	EDUCATOR IV (750)	EDUCATOR V (1,000)
Master (150)	Year 1	Year 3	Year 5	Year 7
Exemplary (100)	Year 2	Year 4	Year 8	Year 10
Proficient II (60)	Year 3	Year 7	Needs an Exemplary year	Needs two Exemplary years
Proficient I (30)	Year 5	Year 14	Needs an Exemplary year	Needs two Exemplary years

ASSISTANT/ASSOCIATE PRINCIPALS

ANNUAL RATING, EVERY YEAR	ASSISTANT PRINCIPAL II (100)	ASSISTANT PRINCIPAL III (300)
Master (150)	Year 1	Year 2
Exemplary (100)	Year 1	Year 3
Proficient II (60)	Year 2	Needs an Exemplary year
Proficient I (30)	Year 4	Needs an Exemplary year

Points build over time, so a strong year always helps, and one weak year does not undo the years before it. The additional rating requirements (3.7) ensure that advancement to the highest career stages reflects sustained excellence. A year rated below Proficient I earns no points and cannot result in career-stage advancement. Two consecutive years below the floor for a person's career stage move that person down. The floor is Proficient I for the middle career stages and Proficient II for the top career stages (3.8).

In the table above, each year represents the school year in which points are earned. Any resulting career-stage advancement is reflected in the employee's pay beginning the following school year (3.6).

3.17 The leadership pipeline

The career stages are built to make the path toward the principalship worth taking. Each step in the path is a career stage, and the rules below set out how a person moves from one step to the next.

A PATH, NOT A GUARANTEE

	Emerging	Educator I	Educator II	Educator III	Educator IV	Educator V
Teacher	**$55,030** 0 pts	**$67,000** Entry	**$75,000** 150 pts	**$82,000** 400 pts	**$87,000** 750 pts + 1 Exemplary+	**$100,000** 1,000 pts + 2 Exemplary+
Assistant principal	**Assistant Principal I** **$75,000 to $98,000** Entry		**Assistant Principal II** **$87,000 to $105,000** 100 pts		**Assistant Principal III** **$93,000 to $116,000** 300 pts + 1 Exemplary+	
Principal	**Principal (PME): enters at Progressing, $100,000 to $130,000 by campus** Then moves by effectiveness level, not by points (Part 6)					

Pay shown is the career stage pay in 2026-27 dollars; assistant principal pay varies by campus column. Educator IV or AP III is reached only with a recent Exemplary or higher rating.

STEP	WHAT THE CAREER STAGES DO
Teacher leadership	Duty points (3.3) recognize mentoring, department leadership, and similar responsibilities. Educator IV requires at least one recent Exemplary or Master rating, while Educator V requires two, reflecting sustained strong performance.
Teacher to assistant principal	A teacher who becomes an assistant principal enters by teacher career stage: Educator IV at Assistant Principal II and Educator V at Assistant Principal III, rating requirements applying. First-year pay is at least my current base salary (3.11).
Assistant principal career stages I to III	Three career stages, paid by campus column (3.5). Career stage III requires a recent Exemplary or higher rating, so Assistant Principal III is intended to be the District's principal-ready pool.
Assistant principal to principal	An assistant principal who becomes a principal is paid the Progressing amount for the campus (Rule 1). At the same campus level, Progressing pay is already higher than Assistant Principal III career stage pay.
A way back	A leader who returns to the classroom as a teacher is placed according to the applicable role-transition provisions (3.11).

PART 4

4 HOW SCORECARDS ARE CALCULATED

Part 4 follows a student's result from the classroom to the scorecard. It explains which students count, how growth and achievement results become points, how TELPAS, the survey and evaluations (T-TESS and T-PESS) are scored, how the District keeps points fair across groups of teachers, and how teacher results become part of leader scorecards.

IN THIS PART

4.1 How a result becomes points
4.2 Which students count
4.3 Growth
4.4 Students served by more than one teacher
4.5 Achievement: the median and the point ladder
4.6 Keeping points fair
4.7 TELPAS
4.8 The culture and climate survey
4.9 Evaluations: T-TESS and T-PESS
4.10 From teacher results to leader results
4.11 Missing data, rounding and final scores
4.12 Scorecards at a Glance, 2026-27

WHERE THE NUMBERS ARE

Points for each measure are on the Scorecards-at-a-Glance pages (4.12). Target values, cut tables, and the medians for each school year are published in the Technical Manual.

PART 4 · HOW SCORECARDS ARE CALCULATED

4.1 How a result becomes points

Every measure produces a result, such as a percentage of students, an average score, or a rating. A scoring table then turns that result into a share of the measure's points. A measure worth 20 points that earns 75 percent of its points adds 15 points to the scorecard.

Across all 26 scorecards there are many measures but only five ways of scoring them. A measure that shares a name but uses different data is different. For example, the TIA Growth Measure for an assistant principal's appraised teachers is separate from the campus TIA Growth Measure that principals carry.

Method	How it works	Used for
A · Rating scale	Ratings on an established scale earn points. A single rating, such as an ensemble rating, earns the share of points set for that rating. Evaluation ratings are turned into numbers and averaged first (4.9).	T-TESS and T-PESS domains, PK environmental checklist, STAAR domain scores, accountability rating, ensemble ratings
B · Success rate	For each student counted, the District determines whether the student met the success criteria for the measure. The share of students who met it is converted to points.	Growth, MAP and STAAR achievement, TELPAS, CIRCLE, AP, AVID, TSI, program measures
C · Rate against a target	The rate is compared with a fixed target. Meeting the target earns points; for some measures, exceeding it earns more.	Teacher attendance, student attendance (ADA), SRC attendance, industry-based certifications
D · Survey	The share of answers that are neutral or positive, compared with a median (teachers), a fixed table by campus level (principals) or last year's campus result (Focused Goals).	Student, family, and teacher surveys; campus climate survey; Focused Goals
E · Rating validity	How closely a leader's T-TESS ratings line up with teachers' student growth, and how consistent ratings are across groups of teachers.	Principal and assistant principal coaching and feedback measures

Two kinds of success criteria

The result is compared with one of two kinds of success criteria. (Some leader measures, such as Focused Goals, compare results with the campus's own results from past years.)

- **A target** is a fixed value set in advance by the state, the TIA performance standards, the District or the department that owns the measure (4.5).
- **The median** is the middle result among the people who share the same measure.

4.2 Which students count

A student's results count for a teacher when all the following are true:

- **Enrollment.** The student is enrolled in the teacher's eligible course, or rostered with the teacher, by the start date shown below and is still enrolled on the end date. The student does not have to be enrolled every day in between.
- **Teacher of record.** The teacher is the primary teacher of record for that course. Co-teachers do not receive credit, except in a short list of roles, such as ensemble co-directors.
- **Attendance.** The student was present for official attendance at least 90 days during the school year (45 days during the semester, for a single-semester course). Days are counted over the whole school year or semester, not only between the dates below.
- **Scores.** The student has the scores the measure needs, for example both a beginning-of-year and an end-of-year score for growth.

Course	Enrolled by	Still enrolled on
Full-year course	September 30	May 1
First-semester course	September 30	December 10
Second-semester course	January 15	May 1

A student who is missing a score is left out of the calculation. AP is different: a student who meets the enrollment and attendance requirements but does not take the AP exam counts as not scoring 3.

Before scorecards are final, teachers will have an opportunity to review their attributed students and report discrepancies in accordance with Rule 10.

Small numbers can make a result unreliable, so each measure needs a minimum before it is scored.

Measure	Minimum
Growth	6 students with both scores on the scorecard
Achievement measures (STAAR, MAP, AVID, Circle On Track and others)	6 results
AP score	10 students
TELPAS	10 eligible emergent bilingual students
Teacher survey	10 responses, or 5 when the teacher's student roster has 28 or fewer students

TEACHERS OFTEN ASK

A student joined my class in October. Does the student count?

Not for that course. A student must be enrolled with you by September 30. The student survey answers still count (4.8). A student who was enrolled with you by September 30, left for a while and came back may still count if the student is enrolled on May 1 and was present at least 90 days during the school year.

4.3 Growth

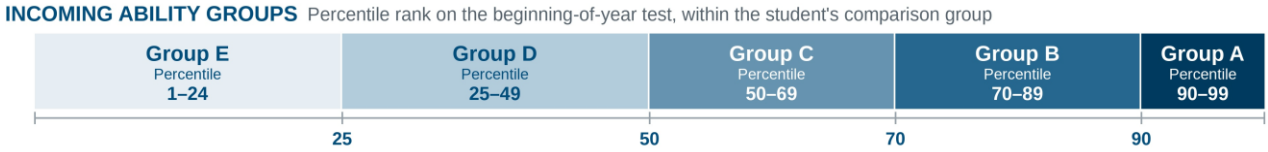
Growth measures how much a student learned between the beginning and the end of the year. Each student is compared only with students across the District who took the same test and started the year at a similar level, so a student who starts far behind and a student who starts far ahead each have a fair chance to meet growth.

1 Form the comparison group

Every student in the District who took the same test, in the same course and the same course type, forms one comparison group. There are four course types: Advanced, Regular, Special program (for example ESL and resource classes) and FND/FNDAL. Dual language sections are grouped with the English sections of the same course, and inclusion sections are Regular.

2 Place students in incoming ability groups

Within the comparison group, students are ranked on their beginning-of-year score and placed in five incoming ability groups by percentile as seen below:



Groups are set after September 30 and do not change during the year.

3 Decide whether each student met growth

A student meets growth when the student's growth is at or above the median growth of the student's incoming ability group. A student in the top group can also meet growth by staying in the top 10 percent on the end-of-year test. Because the median is the middle of each group, about half of students meet growth by design.

4 Calculate the teacher's result

The teacher's growth result is the percentage of the teacher's students who met growth. It is converted to points with a fixed table aligned with the state's TIA performance standards, published in the Technical Manual.

> **EXAMPLE (NUMBERS ARE ILLUSTRATIVE)**
>
> Two grade 4 students take MAP Math in Regular classes. Ana starts the year in the bottom 25 percent of her comparison group. The median growth for her incoming ability group is 14 points, and she grows 16, so she meets growth. Luis starts in the top 10 percent. He grows only 3 points, below his group median, but he is still in the top 10 percent in the spring, so he also meets growth.
>
> A teacher with 24 students in growth, 14 of whom meet growth, has a growth result of 58.33 percent.

When a comparison group is small

- Guidance forthcoming

4.4 Students served by more than one teacher

Many students work with more than one teacher in the same subject. These rules decide whose results each student counts toward.

One result, shared by every teacher of record

Each student has one growth result on each test, calculated in the comparison group of the student's core course. That result counts the same way for every teacher who has the student on that test, except case managers and interventionists (below). GT pull-out, library, STEM, AVID and dyslexia teachers use their students' results from District testing, so a classroom teacher and a support teacher who share a student each count the student, with the same result.

Special education students

- **Case managers.** Each caseload student is compared with other special education students who took the same test in the same grade. This comparison is used for the case manager's results.
- **Classes with many special education students.** In a Regular or Advanced class where more than 20 percent of the growth results belong to special education students, those students are compared with other special education students who took the same test in the same grade. Every teacher who shares the student carries the same result. If fewer than 20 special education students took the test in that grade, the group widens to special education students in every grade who took the test. If that group is still under 20, the student stays in the comparison group for the class (4.3).
- **FND and FNDAL classes** are compared with other FND and FNDAL classes that take the same test.

Interventionists

Interventionist students are compared with other interventionist students in the same grade who took the same test in the same semester (beginning to middle of year, or middle to end of year). Both semesters are combined into one result. A group with fewer than 20 students is reviewed by the District. Interventionists do not carry the classroom teacher's results.

Counting a student once

- A student's result on a test counts once for each teacher. When the same teacher has a student in class and on a caseload, the student counts on the caseload only.
- When one teacher has the same student in two courses that use the same test, such as English I and Reading I, the result counts in one course only. The Technical Manual names which.
- A student on two different teachers' caseloads counts fully for both. A classroom teacher and a different case manager each count the student.

Teachers on more than one scorecard

Each eligible course is assigned to a scorecard by its course ID. A teacher whose courses fall on more than one scorecard is scored on each, and the scorecards are combined in proportion to the number of students in growth on each. A scorecard with fewer than 6 students in growth drops out when another of the teacher's scorecards meets the minimum. If none does, every scorecard is kept and scored on its other measures, and the teacher is flagged for review. A teacher left with no student outcome measures that can be scored, such as a late hire, is rated on the Group 4 scorecard (C14) if the teacher's T-TESS evaluation is complete.

TEACHERS OFTEN ASK

A student is in my class and on a colleague's caseload. Who gets credit?

Both of you. The student counts once for you and once for the case manager.

4.5 Achievement: the median and the point ladder

Achievement measures look at where students end the year. For most of them, a teacher's result is compared with the median: the middle result among teachers in the same group, that is, teachers who share the same measure and the same kind of class. Most evaluation measures are also compared with a median (4.9).

How the median is set: the summer review

- In its summer review after the school year ends, the District sets the median for every group from the two most recent years of results, including the year just finished, or more years when a group is small. For 2026-27, that is 2025-26 and 2026-27. Each teacher's result in a year counts once. Any value published before the summer review, from earlier years, is guidance only (Rule 9).
- Results are counted the way the measure is scored in the year it applies, so a rule change is reflected in the median.
- The median is recalculated each year for all teachers and published in the Technical Manual (Rule 9). Measures with no earlier results, such as the teacher survey, the PreK3 District benchmark, and the ECSE DCA, use 2026-27 results.
- When a roster includes more than one grade, test or subject, each one is calculated separately against its own median, and the results are combined in proportion to the number of student scores.

The point ladder

A result at the median earns half of the measure's points. Results above or below earns more or fewer, in five steps. A result earns the points for the highest step it reaches.

Result reaches	Share of points	On a 20-point measure
Median + 10 or higher	100%	20
Median + 5	75%	15
The median	**50%**	**10**
Median − 5	25%	5
Median − 10	10%	2
Below median − 10	0%	0

On percentage measures, a step is 5 percentage points: a result of 57 percent is one step above a median of 52 percent. On STAAR transition scores, which run from 0 to 1, a step is 0.05. The size of a step on evaluation ratings, which run from 1 to 5, is still being finalized.

EXAMPLE (NUMBERS ARE ILLUSTRATIVE)

Ten teachers in the same group share one median on a 20-point measure. To keep the example simple, the median comes from these ten results only. Each teacher's result is the percentage of the teacher's students who met the success criteria. With an even number of teachers, the median is the average of the 5th and 6th results: (57 + 55) ÷ 2 = **56 percent**.

Teacher	Result (% of students who meet)	Points above or below median	Step reached	Share of points	Points on a 20-point measure
Teacher A	78%	+22	Median + 10 or higher	100%	20
Teacher B	70%	+14	Median + 10 or higher	100%	20
Teacher C	64%	+8	Median + 5	75%	15
Teacher D	61%	+5	Median + 5	75%	15
Teacher E	57%	+1	The median	50%	10
Teacher F	55%	−1	Median − 5	25%	5
Teacher G	52%	−4	Median − 5	25%	5
Teacher H	49%	−7	Median − 10	10%	2
Teacher I	45%	−11	Below median − 10	0%	0
Teacher J	38%	−18	Below median − 10	0%	0

Teacher D, at 61 percent, is exactly 5 points above the median, so the result reaches the Median + 5 step and earns 15 points. Teacher F, at 55 percent, is 1 point below the median, so the result does not reach the median step; it earns the Median − 5 step, 5 points. Teachers I and J are more than 10 points below the median and earn 0 points. Half of the teachers are above the median, and half are below it, but only the two lowest results earn no points.

Because the median is set from two years of results (2025-26 and 2026-27), it does not split this year's teachers in half by design. If every teacher's 2026-27 result is above the median, every teacher earns at least half of the points.

Measures that use the median

Measure	What the result is
STAAR performance	First-time testers only. Grades 4-8 Reading and Math, Algebra I and English I and II use a transition score: each student earns 1, ½ or 0 based on the move between last spring's STAAR level and this spring's, and the result is the average. Grade 3 and science, social studies, Biology and U.S. History use the percentage of students at Meets or above, or at Approaches or above, depending on the test and course type.
End-of-year MAP achievement (K-2)	The percentage of students' spring MAP results at the 41st national percentile or higher; math and reading combined. For GT pull-out students, the 81st percentile.
Case-manager measures	K-2: the percentage of caseload MAP results, math and reading combined, in which the student stayed on track or moved up. Grades 3 and up: scored as STAAR performance above.
Interventionist exit (K-8)	The percentage of interventionist students at or above the 15th percentile at the end of the semester. Both semesters are combined.
AP score	The percentage of AP students who meet the enrollment and attendance requirements (4.2) and scored 3 or higher, combined over the teacher's two most recent years teaching the course.
AVID	AVID 1 and 2: the percentage of students on track in reading on MAP. AVID 3 and 4: the percentage who met TSI.
Circle On Track	The percentage of PreK4 end-of-year CIRCLE results that are On Track, across Math, Rapid Letter Naming and Rapid Vocabulary (PreK4 teachers; principals and the early childhood academic specialist use the fixed Circle On Track target, published in the Technical Manual).
PreK3 District benchmark	The percentage of PreK3 students' end-of-year District assessment results at or above the District benchmark, across subtests.
ECSE DCA (P3 and PK FND/FNDAL)	The percentage of end-of-year results at or above the District cut, math and literacy combined.
Teacher survey	The percentage of survey answers about the teacher that are neutral or positive (4.8).
T-TESS Domains 1 and 4 (teachers)	The average rating on the dimensions of each domain, from the final summative evaluation (4.9). One median for all teachers.
T-PESS (principals, assistant principals, and academic specialists)	From the final summative evaluation (4.9). Principals have three measures (Domains 2, 4 and 5 together; Domain 1; Domain 3), each with one median for all principals. Assistant principals have one measure, the average of the five domain averages, with one median for all assistant/associate principals. Academic specialists have two measures: Domains 2, 4 and 5 together, and Domains 1 and 3 together. Each has one median, set from assistant/associate principals and academic specialists together; for these two medians only, assistant principals' results are also calculated the same two ways. The assistant principal's own all-domains median stays assistant/associate principals only.

Measures with a fixed target

Some measures are scored against a fixed target instead of the median: growth (4.3), T-TESS Domains 2 and 3 (4.9), the state part of TELPAS (4.7), STAAR Alternate 2, MTA kit mastery, ensemble ratings, the PK environmental checklist, industry-based certifications, teacher attendance, student attendance and SRC attendance. Their targets are established using applicable state standards, TIA performance standards, or District-approved criteria and are published in the Technical Manual.

4.6 Keeping points fair

The District uses the simplest method that gives every group of teachers the same opportunity to earn points. The District uses a consistent methodology designed to give teachers across different assignments equitable opportunities to earn points, while accounting for differences in student populations.

How the District checks fairness

Each summer, the District looks at how points fall across groups of teachers: by campus level, course type, and program, and by the students they serve, such as special education students, emergent bilingual students and students who start the year behind. The District uses a consistent methodology designed to give teachers across different assignments equitable opportunities to earn points, while accounting for differences in student populations.

- **Separate a group** when sharing one median or one comparison group would put some teachers at a disadvantage.
- **Combine groups** when teachers already have the same opportunity. Fewer groups keep the system simple, and the medians stable.

For example, if regular and bilingual classes in a grade reach similar math results, they share one median. If their results in reading differ because students read in different languages, reading has two medians.

Evaluation measures that use the median are not separated into groups. Each uses one median for everyone in the role; the academic specialist medians combine assistant/associate principals with academic specialists (4.9).

Groups are not drawn by campus or around one teacher’s results. Every adjustment is documented and published in the IME Fairness Review (Rule 9).

> **HOW FAIRNESS SHAPED THE GROWTH METHOD**
>
> MAP growth was first going to be judged against the growth NWEA projects for each student. When the District checked how points would fall using 2025-26 results, elementary teachers would have earned about 6 in 10 growth points, while middle and high school teachers would have earned about 3 in 10.
>
> Ranking students into incoming ability groups within each comparison group, and using the median, brought every level close to half of the points. That check is why MAP growth now uses the same method as every other growth test (4.3).

4.7 TELPAS

The TELPAS measure looks at the English reading level of the emergent bilingual students on a teacher’s roster.

The teacher's percentage

The result is the percentage of the teacher's emergent bilingual students in grades 2 and up, not in their first year in U.S. schools, who are rated Intermediate or higher on spring TELPAS Reading.

How the percentage earns points

- **30 percent of the points** compare the teacher's percentage with the state's Results Driven Accountability (RDA) performance levels for TELPAS. The levels are published in the Technical Manual.
- **70 percent of the points** come from how the teacher's students' reading compares with the students of teachers who teach similar classes. How this comparison is calculated is in the Technical Manual.
- **Special program classes, caseloads, and grade 2** earn all their TELPAS points from the comparison with teachers who teach similar classes.

A teacher with fewer than 10 eligible students is not scored on TELPAS; those points move to the teacher's other student outcome measures (4.11). Interventionist rosters are not scored on TELPAS.

4.8 The culture and climate survey

The District has given a climate survey to students, families, and teachers for several years. New in 2026-27, students and families also answer questions about specific teachers. The same survey supplies teacher survey measures, the principal's campus climate survey, and the assistant principal's Focused Goals.

Who answers about each teacher

Respondents	What they answer
Students in grades 3-12	Six questions about each of up to three teachers on their rosters, and questions about the school.
All families	Questions about the campus. Every family is invited to answer at every grade level.
Families of PreK3 to grade 2, Life and Active Learning students	Also answer six questions about each of up to four of their child's teachers (for K-2: math, reading, GT pull-out and case manager). Families are not asked about specials teachers, interventionists or dyslexia teachers.
SRC students	Six questions about each teacher who taught them at the SRC, three times a year. The three windows are combined.
Teachers	Questions about their evaluator and about the campus.

Sampling

Students answer about a sample of their teachers so that the survey stays short. Students are assigned so that every teacher can reach the minimum number of responses, and teachers with small rosters are covered first. When a roster is small, every student on it may be asked about that teacher. The sample draws from every student on the teacher's rosters in all courses, including courses that do not count for student outcomes.

When

The survey is conducted in the spring. First semester courses are surveyed in December. SRC students answer at the end of the 2nd, 4th and 6th six weeks.

How answers are scored

Answers use a five-point scale: Never, Almost never, Sometimes, Almost always and Always. The result is the percentage of answers that are Sometimes, Almost always or Always, which is the percentage neutral or positive. Families may also answer Not sure, which is left out.

Teacher survey points

A teacher's survey result is compared with the median and earns points on the point ladder (4.5). Because questions about specific teachers are new in 2026-27, the medians come from spring 2027 results. Which teachers share a median will be set once the 2026-27 survey data are in. Teachers are expected to be grouped by campus level, and by core and non-core courses. The survey needs at least 10 responses about the teacher. If the teacher's student roster has 28 or fewer students, the minimum is 5 responses.

Survey minimums for leaders

- **Principals.** The campus climate survey depends on broad participation. It earns no points when participation thresholds are not met. At early childhood campuses, only the teacher participation requirement apply.
- **Assistant principals.** The Campus Goal and the Student Goal need the same minimum number of responses as a teacher survey. The Teacher Goal needs answers from at least 5 of the teachers the assistant principal evaluates. When a goal falls short, the assistant principal receives the campus result for that goal.

How survey answers contribute to leader scores

- **Principal campus climate survey.** Every response counts: students, teachers and families, including family answers about the campus that are not tied to a teacher, answers about courses that do not count for student outcomes, and answers from students and teachers who are not scored on IME. The result is the average across all questions, each counting equally.
- **Assistant principal Focused Goals.** Each assistant principal has three goals. The Campus Goal (Rigorous Expectations) uses students' answers about the teachers the assistant principal appraises. The Student Goal uses school questions answered by students of those teachers. The Teacher Goal uses the appraised teachers' answers about the assistant principal or the campus, depending on the goal chosen. Each goal is compared with the campus's result on the same goal the year before. At early childhood campuses, families' answers take the place of students' answers for the Campus Goal and the Student Goal. At other campuses, families' answers do not count toward Focused Goals.

> TEACHERS OFTEN ASK
>
> **Will every one of my students answer about me?**
>
> Not always. Each student completes up to three teacher surveys.

NOTE

Survey responses are confidential. The District reports results only as group totals, never by respondent, and only for groups that meet the minimums in this section. No employee, including any administrator, may see

individual responses or learn who answered or how. The District may disclose information when the law requires it, and it will act on any response that indicates a risk of harm

No employee may retaliate against anyone for taking part in the survey, for their answers, or for choosing not to take part. Employees also may not try to identify respondents, ask to see or hear anyone's answers, tell anyone how to answer, or offer anything in exchange for favorable answers. Encouraging people to take part is permitted.

Anyone may report retaliation or interference to a supervisor, to Human Resources, or through the District's grievance policies (DGBA, FNG, GF). The District will not retaliate against anyone who reports in good faith. Violations may lead to discipline, up to and including termination. If the District determines that interference compromised survey results, it may exclude the affected responses and score the measure under 4.11.

4.9 Evaluations: T-TESS and T-PESS

Teachers are evaluated with T-TESS, the Texas Teacher Evaluation and Support System. Principals, assistant principals (including associate principals) and academic specialists are evaluated with T-PESS, the Texas Principal Evaluation and Support System. Each evaluation is organized into domains, and each domain is divided into dimensions. The evaluator gives a rating on every dimension.

Which ratings count

Only the final end-of-year summative evaluation counts. Ratings from walkthroughs, observations, and other conversations during the year are not used in IME scorecards, even when they use the same rubric. A complete summative evaluation is required for a teacher to receive an annual rating (4.11).

1 Each rating becomes a number

Every dimension rating is turned into a number before anything is averaged. The same numbers are used for T-TESS and T-PESS and for every domain.

Rating	Number
Distinguished	5
Accomplished	4
Proficient	3
Developing	2
Improvement Needed	1

2 Teachers: how each T-TESS result is built

Domains 2 and 3 (one measure). The result is the average of every dimension rating in Domain 2 and Domain 3 together. Each dimension is weighted the same. It is not the average of a Domain 2 average and a Domain 3 average.

Domain 1 and Domain 4 (two measures). Each result is the average of the dimension ratings in that domain.

The results are rounded to two decimal places.

3 Principals, assistant principals, and academic specialists: how each T-PESS result is built

Leaders' results are built in two steps: average the dimension ratings within each domain, then average those domain averages. Each domain counts the same, however many dimensions it has.

Principals have three T-PESS measures: Domains 2, 4, and 5 together (the average of the three domain averages), Domain 1, and Domain 3.

Assistant principals have one T-PESS measure: the five domain averages.

Academic specialists have two T-PESS measures: Domains 2, 4 and 5 together (the average of the three domain averages), and Domains 1 and 3 together (the average of the two domain averages).

Domain averages and the result are rounded to two decimal places.

4 How the result earns points

T-TESS Domains 2 and 3 are compared with fixed targets aligned with the state's TIA performance standards, published in the Technical Manual. These targets are not set from District results.

Every other evaluation measure (T-TESS Domain 1, T-TESS Domain 4, the three principal T-PESS measures, the assistant principal T-PESS measure and the two academic specialist T-PESS measures) is compared with the median and earns points on the point ladder (4.5).

Evaluation medians are not split into groups. Each is found from everyone in the role who has that measure: all teachers, all principals, or all assistant/associate principals. The two academic specialist medians are the exception: because there are few specialists, each is found from assistant principals, associate principals and academic specialists together, with assistant principals' results calculated the same two ways (Domains 2, 4 and 5; Domains 1 and 3) for these medians only. The assistant principal's own measure still uses a median from assistant/associate principals only.

TEACHERS OFTEN ASK

Do my walkthroughs during the year count toward my scorecard?

No. Only the ratings on your final summative evaluation count. Walkthroughs and observations help you and your appraiser during the year and may inform your summative evaluation, but they are not averaged into your scorecard.

4.10 From teacher results to leader results

Many leader measures reuse results already calculated for teachers. This keeps results consistent across roles and means teacher data are verified before any leader score is produced (Rule 10).

Leader measure	How teacher results are used
TIA Growth Measure (principals)	The average growth result each teacher earns on the teacher's own scorecard; each teacher counted once. Teachers in the District's TIA file for the campus who have a growth result count. A teacher on more than one scorecard counts with the scorecards combined as in 4.4.
TIA Growth Measure (assistant principals)	The same average, for the teachers the assistant principal appraises (whose final T-TESS summative the assistant principal completes). If fewer than 10 of those teachers have a growth result, the assistant principal receives the campus average.
TIA Growth Measure (academic specialists, elementary through high school)	The same average as the principal's, for the campus the academic specialist serves.
Early childhood growth	PreK4 CIRCLE and PreK3 District assessment growth, averaged across the PreK teachers.
Early childhood academic specialist	PreK4 CIRCLE growth, PreK3 District assessment growth and Circle On Track are each calculated for each of the specialist's three campuses exactly as for that campus's principal. The specialist's result on each measure is the average of the three campus results, each campus counting equally.
Coaching and feedback: TIA correlation	How closely appraised teachers' T-TESS ratings in Domains 2 and 3 move with those teachers' student growth, using each teacher's growth from the District's TIA file, not the scorecard growth result. With fewer than 10 teachers, the campus correlation is used.
Coaching and feedback: T-TESS reliability	How consistent T-TESS ratings are across groups of teachers. One campus value, shared by the principal and assistant principals.

Campus results, such as the accountability rating, STAAR domain scores, TSI, industry-based certifications and student attendance, are calculated once for the campus and are the same for every leader on it. An academic specialist at an elementary, middle or high school receives the same STAAR domain scores and TSI result as the campus's principal. The early childhood academic specialist serves three campuses: each measure is calculated for each campus as for that campus's principal, and the specialist's result is the average of the three campus results, each campus counting equally.

4.11 Missing data, rounding, and final scores

Missing data

- A measure with no result, or below its minimum size, is not scored. The other measures in that category are rescaled so that the category keeps its original weight. For example (numbers are illustrative), if Student Outcomes are worth 50 points, with Growth 20, Achievement 20 and TELPAS 10, and TELPAS is not scored, Growth and Achievement are each worth 25.

- A complete T-TESS evaluation is required for a teacher to receive an annual rating.

Rounding

Averages and rates are rounded to two decimal places before they are converted to points, and each measure's points are rounded to two decimal places. The scorecard total is the sum of the measure points. A total at a cut score is in the higher level.

Which scorecard applies

Each eligible Teacher Measures of Effectiveness (TME) course is assigned to a scorecard by its course ID, based on the student outcomes it can produce (Appendix A). A few teachers, such as ensemble directors and SRC teachers, are placed by role; the Technical Manual lists them. A principal's scorecard at an elementary, middle, or high school is chosen by the campus's prior-year accountability rating; a campus with no prior-year rating uses the A to C scorecard (6.2). Academic specialists have one scorecard for each campus level (early childhood; elementary and middle; high school), whatever the campus's rating. The STAAR domain scores on their scorecards earn points on the scaled score in every case, as on the assistant principal scorecards.

When scorecards are final

Many results arrive after the school year ends: STAAR results in June, TEA accountability ratings in August, the summer attendance report, and the final growth files. After those results are in, the District sets the medians and completes the IME Fairness Review, and data verification begins. Final scorecards are issued once the data have been verified.

4.12 Scorecards-at-a-Glance, 2026-27

The points each measure carries on each 2026-27 scorecard: teachers first, then academic specialists, assistant/associate principals, and principals. How each measure earns its points is explained in 4.1 to 4.11.

IRVING MEASURES OF EXCELLENCE · TME · 2026-27

TEACHER SCORECARDS AT A GLANCE

Points each measure carries on each of the 14 teacher scorecards. Every card totals 100. Weighting = Student outcomes / Teacher performance / Culture and climate. Methods: Guidebook Part 4 and the Technical Manual.

A Scale / rubric · B Student success rate · C Rate vs target · D Survey

		STUDENT OUTCOMES					TEACHER PERFORMANCE			CULTURE AND CLIMATE						
Card	Card name	B Growth measure	Achievement measure		B TELPAS beginning reading rate	*Student outcomes subtotal*	A T-TESS D2-3 (observable behavior)	A T-TESS D1 (lesson internalization)	*Teacher performance subtotal*	C Teacher attendance	A T-TESS D4 (professional practice)	D Student / family survey	C Student attendance	B Campus growth and reflection	A Environmental checklist	*Culture and climate subtotal*	Total
Group 1 · Core, STAAR and AP	Weighting 50 / 30 / 20															
C01	Growth, MAP Achievement	30	B EOY MAP Achievement	20		50	25	5	30	5	5	5	5			20	100
C02	Growth, MAP Achievement, TELPAS	30	B EOY MAP Achievement	15	5	50	25	5	30	5	5	5	5			20	100
C03	Growth, STAAR, TELPAS	20	B STAAR Performance	20	10	50	25	5	30	5	5	5	5			20	100
C04	Growth, AP, TELPAS	20	B AP Score	20	10	50	25	5	30	5	5	5	5			20	100
Group 2 · Core and non-core, no STAAR	Weighting 35 / 40 / 25															
C05	Growth, TELPAS	25			10	35	30	10	40	5	10	5	5			25	100
C06	Growth, Ensemble, TELPAS	15	A Ensemble Rating	10	10	35	30	10	40	5	10	5	5			25	100
C07	Growth, MTA, TELPAS	15	B MTA Kit Mastery	10	10	35	30	10	40	5	10	5	5			25	100
C08	Growth, TSI, TELPAS	15	B On Track and Met TSI	10	10	35	30	10	40	5	10	5	5			25	100
Group 3 · Specialized content and unique roles	Weighting 30 / 40 / 30															
C09	Growth, Circle On Track	20	B Circle On Track	10		30	30	10	40	5	5	5	5		10	30	100
C10	Growth, District Benchmark / ECSE DCA	20	B District Benchmark / ECSE DCA	10		30	30	10	40	5	5	5	5		10	30	100
C11	Growth	30				30	30	10	40	5	5	15	5			30	100
C12	Growth, STAAR Alt	20	B STAAR Alternate 2	10		30	30	10	40	5	5	15	5			30	100
C13	Student Survey		D Teacher-Specific Climate Survey	30		30	30	10	40	5	5		10	10		30	100
Group 4 · No outcomes	Weighting 0 / 60 / 40															
C14	No Outcomes					0	45	15	60	10	10	10	10			40	100

IRVING MEASURES OF EXCELLENCE · ASME · APME · PME · 2026-27

LEADER SCORECARDS AT A GLANCE

Points each measure carries on the 12 academic specialist, assistant and associate principal, and principal scorecards. Every card totals 100; component weighting is shown under each role. How each kind of measure earns points is described in Guidebook Part 4; exact methods are in the Technical Manual.

		Academic Specialists (ASME) 60 / 40			Assistant & Associate Principals (APME) 30 / 25 / 20 / 25				Principals (PME) 50 / 50					
Measure	Eng.	Early Ch. S1	Elem/Mid S2	High S3	Early Ch. A1	Elem. A2	Middle A3	High A4	Early Ch. P1	Elem/Mid A–C P2	Elem/Mid D–F P3	High A–C P4	High D–F P5	Cards
CAMPUS STUDENT OUTCOMES														
Accountability rating (letter grade)	A									5	5	5	5	4
STAAR Domain 1	A		10	5						10		5		4
STAAR Domain 2A	A		20	20		15	15	10		15	20	10	15	9
STAAR Domain 3	A		15	15		5	5	5		10	15	10	10	9
TIA growth measure (campus teachers)	B		15	15						10	10	10	10	6
TIA growth measure (AP's appraised teachers)	B				30	10	10	10						4
PreK4 CIRCLE growth	B	20							15					2
Circle On Track	B	20							15					2
PreK3 District Assessment (DCA) growth	B	20							20					2
TSI	B			5				5				5	5	4
IBCs	C											5	5	2
LEADER APPRAISAL (T-PESS)														
T-PESS Domains 2, 4, 5	A	20	20	20					15	15	15	15	15	8
T-PESS Domains 1 and 3 (academic specialists)	A	20	20	20										3
T-PESS Domain 1	A								10	10	10	10	10	5
T-PESS Domain 3	A								5	5	5	5	5	5
T-PESS, all domains (AP)	A				25	25	25	25						4
INSTRUCTIONAL LEADERSHIP AND COACHING														
Coaching & feedback: TIA correlation (r-value)	E				10	10	10	10	5	5	5	5	5	9
Coaching & feedback: T-TESS reliability	E				10	10	10	10	5	5	5	5	5	9
OPERATIONS AND CULTURE														
Campus climate survey	D								5	5	5	5	5	5
Student attendance: ADA (campus)	C				10	10	10	10	5	5	5	5	5	9
Focused Goals (campus, student, teacher)	D				15	15	15	15						4
Card total		100	100	100	100	100	100	100	100	100	100	100	100	

A Scale / rubric B Student success rate C Rate vs target D Survey E Rating validity

Early Ch. = Early Childhood. The early childhood academic specialist (S1) serves three campuses; each measure is the average of the three campus results. Academic specialist cards are one per campus level, whatever the campus rating, with no D/F rule. Elementary/Middle and High principal cards follow the prior-year campus rating (A–C or D–F; no rating = A–C). AP Early Childhood combines CIRCLE and PK3 growth into one measure.

PART 5

5 IMPLEMENTATION TIMELINE

IME was implemented on two timelines, with principals beginning one year ahead of teachers, assistant principals, and academic specialists. This part shows what happens in each school year and what each year means for an employee.

IN THIS PART

5.1 Timeline-at-a-glance

5.2 What each year means for an employee

PART 5 · IMPLEMENTATION TIMELINE

5.1 Timeline-at-a-glance

SCHOOL YEAR	PRINCIPALS (PME)	TEACHERS, TCS, INTERIM, ACADEMIC SPECIALISTS, AND ASSISTANT PRINCIPALS
2025-26	Data capture year on the prior scorecard. Base pay follows the existing salary structure.	Development year. No ratings.
2026-27	Pay year 1, set by the 2025-26 rating. Hold harmless applies. The new principal scorecard begins.	Data capture year. Ratings produced; base pay unchanged.
2027-28	Base pay set by the 2026-27 rating alone. Pay can increase or decrease. Increases capped at $7,000.	Pay year 1. Teachers are placed in a career stage from creditable service and the 2026-27 rating. Hold harmless applies. Increases capped at $7,000.
2028-29	A two-year average of 2026-27 and 2027-28 begins. Increase cap applies.	Pay year 2. Points move career stages. Provisional placement reviewed upward only. Teachers, academic specialists, and assistant principals held harmless. Increase cap applies.
2029-30	Rolling two-year average. Increase cap applies.	Pay year 3. Increase cap applies. Pay above career stage moves to career stage pay.
2030-31 on	Rolling two-year average.	Salary adjustments remain subject to applicable District compensation rules, annual salary schedules, and Board approval.

5.2 What each year means for an employee

Eligible Positions, Excluding Principals

At the start of the year, your pay is set by your career stage. At the end of the year, your annual rating sets your career stage for the next year.

School year	Start of the year: your pay	End of the year: your rating
2026-27	Your base pay is set as it is today.	Your 2026-27 performance data are collected and used to determine your initial career stage for 2027-28, which is finalized in Fall 2027. For teachers, your creditable years of service count too.

2027-28	You begin the year at your existing base salary. Once your 2026-27 effectiveness rating is finalized in the fall, your initial career stage is established and any applicable salary increase is implemented, subject to the $7,000 cap. Hold harmless provisions apply.	Your 2027-28 performance data are collected and used to determine your initial career stage for 2028-29, which is finalized in Fall 2028. Your initial career-stage placement is reviewed using the better of your 2026-27 and 2027-28 ratings. This one-time review may move you up one career stage for 2028-29, but cannot move you down. This rating adds no other points.
2028-29	You begin the school year at your existing base salary. Once the review of your initial career-stage placement is finalized in fall 2028, any applicable salary increase is implemented, subject to the $7,000 annual cap. If your career stage pays less than your current base salary, you keep your current base salary.	Your 2028-29 performance data are collected and used to determine your annual effectiveness rating, which is finalized in Fall 2029. Your rating adds points for the first time. A rating of Proficient I or higher can move you up one career stage for the next year. You may move down a career stage only after two consecutive years rated below the floor for your career stage (3.8).
2029-30	You begin the year at your existing base salary. Once your 2028-29 rating is finalized in fall 2029, your career stage and applicable pay are updated, subject to the $7,000 increase cap. Hold harmless has ended, but salary decreases remain subject to applicable contracts, policy, and law.	Your 2029-30 performance data are collected and used to determine your annual effectiveness rating, which is finalized in fall 2030. Your rating adds points, and the same career-stage advancement and reduction rules apply (Section 3.8).
2030-31 on	You begin the year at your existing base salary. Once your 2029-30 rating is finalized in fall 2030, your career stage and applicable pay are updated in accordance with District compensation rules and Board-approved salary schedules.	Your 2030-31 performance data are collected and used to determine your annual effectiveness rating, which is finalized in Fall 2031. Your rating adds points, and the same career-stage advancement and reduction rules apply (Section 3.8).

Principals

2026-27	Your effectiveness level is set by your 2025-26 rating. Hold harmless applies.
2027-28	Your 2026–27 rating, finalized in Fall 2027, determines your effectiveness level. Your level may increase or decrease by no more than one level, and salary increases are capped at $7,000.
2028-29 on	Your effectiveness level is set by the average of your two most recent ratings. Pay can increase or decrease by no more than one level a year.

From 2027-28 on, you are paid at your current base salary at the start of the year until results are final in the fall. Applicable increases are implemented following finalization, while decreases take effect in the next contract year. (Rule 7). Academic specialists follow the same years as assistant principals above, placed by their 2026-27 rating (9.5).

PART 6

6 PME · PRINCIPAL MEASURES OF EFFECTIVENESS

A principal scorecard looks at two things in equal measure: the results the campus produces for students, and how the principal leads the adults on the campus. Principals are paid by effectiveness level, determined by annual ratings during the transition years and a two-year average beginning in 2028-29.

IN THIS PART

6.1	Scorecard components and weights	6.4	Principal salary bands
6.2	The five principal scorecards	6.5	Campus classification for principals
6.3	What is measured	6.6	Principal scenario

PART 6 · PME

6.1 Scorecard components and weights

Every principal scorecard has two components, each worth half of the score.

STUDENT OUTCOMES
50%
of the scorecard

+

ADMINISTRATOR PERFORMANCE
50%
of the scorecard

=

TOTAL PME SCORE
100
points

SIX ANNUAL RATING LEVELS

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

The total score places the principal's annual rating on a level. Cut scores are published each year in the Technical Manual. Principal cut scores differ by campus level.

6.2 The five principal scorecards

There is one Early Childhood scorecard. Elementary and middle schools share a scorecard, and secondary schools (Irving, MacArthur, Nimitz, Singley and Cardwell) have their own; each of these has an A to C version and a D to F version, chosen by the campus's prior-year accountability rating. A campus with no prior-year rating uses the A to C version. Only the STAAR measures differ between the two versions.

SCORECARD	CAMPUSES	STUDENT OUTCOME MEASURES
Early Childhood	Early childhood centers	PreK4 CIRCLE growth, Circle On Track, PreK3 District Assessment growth
Elementary and Middle, A to C	Elementary and middle schools rated A, B or C the prior year	Accountability rating, STAAR Domains 1, 2A and 3, TIA Growth Measure
Elementary and Middle, D to F	Elementary and middle schools rated D or F the prior year	Accountability rating, STAAR Domains 2A and 3, TIA Growth Measure
High School, A to C	Irving, MacArthur, Nimitz, Singley and Cardwell, rated A, B or C the prior year	Accountability rating, STAAR Domains 1, 2A and 3, TIA Growth Measure, TSI, IBCs
High School, D to F	Irving, MacArthur, Nimitz, Singley and Cardwell, rated D or F the prior year	Accountability rating, STAAR Domains 2A and 3, TIA Growth Measure, TSI, IBCs

6.3 What is measured

MEASURE	WHAT IT MEASURES	ENG	WHICH RESULTS COUNT
STUDENT OUTCOMES			
Accountability rating	The campus's overall state accountability letter grade for the current year.	A	TEA Preliminary Ratings

MEASURE	WHAT IT MEASURES	ENG	WHICH RESULTS COUNT
STAAR Domain 1	Campus student achievement, from the TEA scaled score.	A	TEA Preliminary Ratings
STAAR Domain 2A	Campus academic growth, from the TEA scaled score.	A	TEA Preliminary Ratings
STAAR Domain 3	How well the campus closes achievement gaps, from the TEA scaled score.	A	TEA Preliminary Ratings
TIA Growth Measure	The average growth results each teacher earns.	B	Teachers who have a growth measure in the District's TIA file for the campus.
PreK4 CIRCLE growth	The average of PK4 teachers' CIRCLE growth results.	B	PK4 teachers at the campus.
Circle On Track	The share of PK4 CIRCLE results On Track (Math, Rapid Vocabulary and Rapid Letter Naming, up to three per student), compared with the Circle On Track target.	B	PK4 students meeting the inclusion criteria.
PreK3 District Assessment growth	The average of PK3 teachers' growth results on the District assessment. Growth, not achievement.	B	PK3 teachers at the campus.
TSI	The share of the campus's graduates who met TSI.	B	Campus graduates.
IBCs	The share of graduates who earned at least one industry-based certification, compared with the campus target.	C	Campus graduates.
ADMINISTRATOR PERFORMANCE			
T-PESS Domains 2, 4 and 5	Effective instruction and leadership: the average of the three domain averages on the principal's final T-PESS summative compared with the median for all principals (4.9).	A	The principal.
T-PESS Domain 1	Leadership and planning: the Domain 1 average, compared with the median for all principals.	A	The principal.
T-PESS Domain 3	Positive school culture: the Domain 3 average, compared with the median for all principals.	A	The principal.
Coaching and feedback: TIA correlation	How closely teachers' T-TESS ratings (Domains 2 and 3) move with those teachers' student growth.	E	Every teacher at the campus with a T-TESS average and a TIA growth result.
Coaching and feedback: T-TESS reliability	How consistent T-TESS ratings are across groups of teachers. A smaller difference is better.	E	Every teacher at the campus in the TIA files. One campus value, shared with assistant principals.
Campus climate survey	The share of responses that are neutral or positive, across the survey questions.	D	All responses: students, teachers, and families at every grade level. Every question counts equally (4.8).

MEASURE	WHAT IT MEASURES	ENG	WHICH RESULTS COUNT
Student attendance (ADA)	The campus's final average daily attendance, compared with the target for the campus level.	C	Campus ADA, based on TSDS summer resubmission reports

On every elementary, middle, and high school principal scorecard (P2 to P5), no points are earned on the STAAR domain measures when the campus's current-year rating is D or F. Assistant principal, and academic specialist scorecards have no zero rule. The campus climate survey earns no points when fewer than 90 percent of teachers respond or, at elementary, middle, and high schools, when fewer than 70 percent of students in grades 3 to 12 respond. At Early Childhood there is no minimum for family responses; only the teacher rule applies. These completion floors apply only to the principal's campus climate survey (4.8).

> **WHERE THE NUMBERS ARE**
>
> Thresholds, medians, cut tables, and formulas are in the PME section of the Technical Manual.

6.4 Principal salary bands

LEVEL	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	CARDWELL	SINGLEY	IRVING, MACARTHUR, NIMITZ
Unsatisfactory	$85,000	$85,000	$95,000	$85,000	$97,500	$100,000
Progressing	$100,000	$110,000	$115,000	$100,000	$117,500	$130,000
Proficient I	$105,000	$115,000	$120,000	$105,000	$125,000	$140,000
Proficient II	$110,000	$120,000	$130,000	$110,000	$135,000	$145,000
Exemplary	$115,000	$125,000	$135,000	$115,000	$142,500	$150,000
Master	$120,000	$130,000	$145,000	$120,000	$152,500	$160,000

6.5 Campus classification for principals

CAMPUS	CLASSIFICATION	CAMPUS	CLASSIFICATION
B. Cardwell Career Prep	Cardwell	Schulze Elementary	Elementary
Clifton Early Childhood	Early Childhood	Stipes Elementary	Elementary
Kinkeade Early Childhood	Early Childhood	T. Haley Elementary	Elementary
Pierce Early Childhood	Early Childhood	Townley Elementary	Elementary
Barton Elementary	Elementary	Townsell Elementary	Elementary
Brandenburg Elementary	Elementary	Austin MS	Middle
Brown Elementary	Elementary	Bowie MS	Middle
Farine Elementary	Elementary	Crockett MS	Middle
FM Gilbert Elementary	Elementary	De Zavala MS	Middle
Good Elementary	Elementary	Houston MS	Middle
Hanes Elementary	Elementary	Lamar MS	Middle

CAMPUS	CLASSIFICATION	CAMPUS	CLASSIFICATION
J. Haley Elementary	Elementary	LB Johnson MS	Middle
Jo Davis Elementary	Elementary	Travis MS	Middle
Johnston Elementary	Elementary	Jack E. Singley Academy	Singley
Keyes Elementary	Elementary	Irving HS	High
Lee Elementary	Elementary	MacArthur HS	High
Lively Elementary	Elementary	Nimitz HS	High

6.6 Principal scenario

A high school principal earns $135,000 in 2025-26. In 2026-27, the first pay year for principals, hold harmless means her base salary cannot fall below $135,000. If her effectiveness level, set from her 2025-26 rating, pays more, she receives the increase. If it pays less, her base salary stays at $135,000 for 2026-27.

In 2027-28, her effectiveness level is determined by her 2026-27 rating alone, finalized in fall 2027. Her effectiveness level may increase or decrease by no more than one level. Applicable salary increases are capped at $7,000, while any base salary decrease takes effect in the next contract year, subject to applicable law and District compensation rules. Beginning in 2028-29, effectiveness levels are determined using the rolling average of the two most recent ratings.

PART 7

7 APME · ASSISTANT PRINCIPAL MEASURES OF EFFECTIVENESS

An assistant/associate principal scorecard looks at student results on the campus and in the classrooms the assistant principal appraises, at T-PESS, at instructional leadership and at campus operations. Assistant/associate principals are paid by career stage (Part 3).

IN THIS PART

7.1	Scorecard components and weights	7.5	Focused Goals
7.2	The four assistant principal scorecards	7.6	Pay
7.3	What is measured	7.7	Campus classification
7.4	Whose results count		

PART 7 · APME

7.1 Scorecard components and weights

STUDENT OUTCOMES		T-PESS		INSTRUCTIONAL LEADERSHIP		OPERATIONAL EFFECTIVENESS		TOTAL APME SCORE
30% of the scorecard	+	25% of the scorecard	+	20% of the scorecard	+	25% of the scorecard	=	100 points

SIX ANNUAL RATING LEVELS

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

The total score places the annual rating at a level. Each rating earns points toward career stage (3.2). Cut scores are published each year in the Technical Manual.

7.2 The four assistant principal scorecards

There is one scorecard for each campus level: Early Childhood, Elementary, Middle, and High. The Elementary and Middle scorecards are identical. Only the Student Outcomes component changes from one scorecard to another; the other three components are the same on every card.

SCORECARD	STUDENT OUTCOME MEASURES
Early Childhood	TIA Growth Measure for appraised CIRCLE (PK4) and PK3 District Assessment teachers, together
Elementary	STAAR Domain 2A, STAAR Domain 3, TIA Growth Measure for appraised teachers
Middle	STAAR Domain 2A, STAAR Domain 3, TIA Growth Measure for appraised teachers
High	STAAR Domain 2A, STAAR Domain 3, TIA Growth Measure for appraised teachers, TSI

7.3 What is measured

MEASURE	WHAT IT MEASURES	ENG	WHICH RESULTS COUNT
STUDENT OUTCOMES			
STAAR Domain 2A	The campus's academic growth scaled score from the TEA.	A	TEA Preliminary Ratings
STAAR Domain 3	The campus's closing the gaps scaled score from TEA.	A	TEA Preliminary Ratings
TIA Growth Measure	The average of the growth result each appraised teacher earns on the teacher's own scorecard; each teacher counted once (4.10).	B	Teachers the assistant principal appraises.
TSI	The share of the campus's graduates who met TSI.	B	Campus graduates.

MEASURE	WHAT IT MEASURES	ENG	WHICH RESULTS COUNT
T-PESS			
T-PESS, all domains	The average of the ratings within each of the five domains on the final T-PESS summative, then the average of the five domain averages, with each domain counting equally, compared with the median for all assistant/associate principals (4.9).	A	The assistant principal.
INSTRUCTIONAL LEADERSHIP			
Coaching and feedback: TIA correlation	How closely appraised teachers' T-TESS ratings (Domains 2 and 3) move with those teachers' student growth.	E	Teachers the assistant principal appraises.
Coaching and feedback: T-TESS reliability	How consistent T-TESS ratings are across groups of teachers. A smaller difference is better.	E	Whole campus. One value shared with the principal.
OPERATIONAL EFFECTIVENESS			
Student attendance (ADA)	The campus's final average daily attendance, compared with the target for the campus level.	C	Campus ADA, based on TSDS summer resubmission reports
Focused Goals	Three goals from the district climate survey, each compared with last year's campus results (7.5).	D	Student or family answers about the teachers the assistant principal appraises and about the school, and appraised teachers' answers about the assistant principal or the campus, depending on the goal chosen.

WHERE THE NUMBERS ARE

Points for each measure are on the leader Scorecards at a Glance page (4.12). Thresholds, medians and formulas are in the APME section of the Technical Manual.

7.4 Whose results count

Appraised teachers	The TIA Growth Measure and the TIA correlation use the teachers the assistant principal appraises: those whose final T-TESS summative in Aware the assistant principal completes.
The whole campus	STAAR Domains 2A and 3, TSI, attendance and T-TESS reliability are campus results, the same for every leader on the campus.
Small groups	If fewer than 10 appraised teachers have a result, the assistant principal receives the campus value for that measure. This applies to the TIA Growth Measure and the TIA correlation.

7.5 Focused Goals

Each assistant principal has three goals, worth the same number of points each. All three come from the district climate survey: a Campus Goal, a Student Goal, and a Teacher Goal. The Campus Goal is the same for every assistant principal. The assistant principal selects the Student Goal and the Teacher Goal from the choices below.

AREA	GOAL	CHOICE OF FOCUS
Part A	Campus goal	Rigorous expectations
Part B	Student goal	School Safety, School Climate or Valuing of School (Valuing of School is not offered at early childhood); at early childhood, Staff-Family Relationships is also offered
Part C	Teacher goal	Feedback and Coaching, School Leadership, Evaluation, Student Behavior, Staff-Leadership Relationships, Well-being, or Professional Learning

The Teacher Goal is based on the answers of the teachers the assistant principal evaluates, about the assistant principal or the campus, depending on the goal chosen. The Campus Goal and the Student Goal use responses about the teachers the assistant principal evaluates and about the school. For each goal, the result is the share of responses that are neutral or positive, averaged across the goal's questions.

Each result is compared with the campus result on the same goal the year before. A goal earns full points when the result reaches last year's campus result plus an increase set in the Technical Manual. It earns partial points when the result is above last year's campus result but short of that level, and no points otherwise.

7.6 Pay

Assistant/associate principals are paid by career stage: Assistant Principal I, II or III (3.5). Career stage travels with the person and pay follows the campus column they serve. Career stage pay for each campus column is in the 3.5 table. A person new to the role enters under 3.10, or under 3.11 when coming from an Irving ISD teacher career stage.

7.7 Campus classification

Assistant/associate principals use the principal campus classifications in 6.5. The table shows the scorecard and pay column for each classification.

CLASSIFICATION	AP SCORECARD	AP PAY COLUMN
Early Childhood	Early Childhood	Early Childhood and Cardwell
Elementary	Elementary	Elementary
Middle	Middle	Middle
High (Irving, MacArthur, Nimitz)	High	High; Associate Principal, comprehensive high school
Singley	High	Assistant Principal, Singley; Associate Principal, Singley
Cardwell	High	Early Childhood and Cardwell

PART 8

8 TME · TEACHER MEASURES OF EFFECTIVENESS

A teacher scorecard looks at student outcomes in the teacher's own classes, at T-TESS, and at culture and climate. How much each component counts depends on the teacher's group. Certified teachers are paid by career stage (Part 3). TCS and Interim teachers earn career stages and are paid on their own scales until certified.

IN THIS PART

8.1 The four teacher groups

8.2 The 14 teacher scorecards

8.3 What is measured

PART 8 · TME

8.1 The four teacher groups

STUDENT OUTCOMES		T-TESS		CULTURE AND CLIMATE		TOTAL TME SCORE
0-50%	+	30-60%	+	20-40%	=	100
by group		by group		by group		points

GROUP	WHO	STUDENT OUTCOMES	T-TESS	CULTURE AND CLIMATE
1 · Core, STAAR and AP	K-2 math and reading, GT Enrichment and K-8 interventionists; STAAR grades 3-8 and EOC courses, including ESL, inclusion, resource and case managers; AP courses	50%	30%	20%
2 · Core and non-core, no STAAR	Dyslexia, non-STAAR core courses, CTE, JROTC, AVID, specials and librarians, band, choir, orchestra and electives	35%	40%	25%
3 · Specialized content and Unique Roles	PK3 and PK4; FND and FNDAL classes, including LIFE and Active Learning; SRC	30%	40%	30%
4 · No outcomes	Teachers with no student outcome measures that can be scored, for example hired after September 30, a campus or schedule change.	0%	60%	40%

SIX ANNUAL RATING LEVELS

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

The total score places the annual rating at a level. Each level earns points toward career stage (3.2). Cut scores are published each year in the Technical Manual.

8.2 The 14 teacher scorecards

Each group has several scorecards, one for each kind of assignment. Every scorecard totals 100 points. The points for every measure on every scorecard are on the teacher's Scorecards-at-a-Glance page (4.12).

GROUP	SCORECARDS
1 · Core, STAAR and AP (4 cards)	K-1 math and reading, with K-1 case managers, K-1 GT and every K-8 interventionist roster; Grade 2 math and reading, with Grade 2 case managers and GT; STAAR grades 3-8 and EOC courses, including special programs and case managers; AP courses
2 · Core and non-core, no STAAR (4 cards)	Non-STAAR courses and electives, K-5 specials, library and STEM, ensembles, dyslexia (including 6-8 MultiRDG), high school AVID, high school non-STAAR caseloads and EOC retester courses.
3 · Specialized content and unique roles (5 cards)	P3 math and reading, with P3 and PK FND and FNDAL; PK4 math and reading; K-2 FND and FNDAL math and reading; grades 3-8 FND and FNDAL math and reading, grade 5 science and grade 8 science and social studies, with high school FND and FNDAL case managers; SRC
4 · No outcomes (1 card)	Teachers with no student outcome measures that can be scored, for example hired after September 30, a campus or schedule change. No student outcomes: T-TESS 60%, culture, and climate 40%.

8.3 What is measured

MEASURE	WHAT IT MEASURES	ENG	WHOSE RESULTS COUNT
STUDENT OUTCOMES			
Growth measure	Percentage of the teacher's students who met growth on the course's assessment (4.3).	B	Teacher roster or caseload.
End-of-year MAP achievement	**Teachers:** Percentage of students at or above the District's spring MAP achievement standard (41st percentile; GT pull-out, 81st), compared with the median for the teacher's group. **Case managers:** Percentage of students who stayed on track or moved up. **Interventionists:** Percentage of students at or above the 15th percentile at the end of the semester, compared with the median for the grade.	B	Teacher roster or caseload.
STAAR performance	STAAR result for each test and type of class, compared with the median for its group: **Reading and Math 4-8, Algebra I and English I and II:** The average Domain 2A transition score (1, ½ or 0 per student) **Grade 3, science, social studies, Biology and U.S. History:** The percentage at Meets, or at Approaches, depending on the test and course type	B	Teacher roster or caseload. First-time testers only.
TELPAS	Emergent bilingual students' reading progress on TELPAS, compared with similar classrooms across the District.	B	Emergent bilingual students on the roster with two or more years in US Schools.
MTA kit mastery	Each dyslexia student is expected to master two MTA kits during the year (80% or higher on the end-of-kit assessment).	B	Dyslexia caseload.

MEASURE	WHAT IT MEASURES	ENG	WHOSE RESULTS COUNT
AP score	The percentage of students who scored 3 or higher, compared with the median for the course group. A student who does not test counts as not passing.	B	AP course rosters.
On track and met TSI	Percentage of AVID students on track or TSI complete, compared with the median for the course group.	B	AVID roster.
Ensemble rating	The ensemble's final UIL Concert and Sight-Reading ratings.	A	The director and co-director for the Fine Arts Department assigns to each rated ensemble.
District benchmark	Percentage of PK3 students' end-of-year District assessment results at or above the District benchmark, across subtests, compared with the median for the teacher's group.	B	PK3 general education roster.
ECSE DCA	P3 and PK FND/FNDAL students: percentage of end-of-year ECSE DCA results at or above the District benchmark; math and literacy combined, compared with the median for the teacher's group.	B	P3 and PK FND/FNDAL rosters.
STAAR Alt 2	Percentage of students who grew or held their level on STAAR Alt 2.	B	Grades 3-8 and EOC FND and FNDAL rosters.
Circle On Track	Percentage of PK4 students' end-of-year CIRCLE results On Track (Math, Rapid Letter Naming, Rapid Vocabulary), compared with the median for the teacher's group.	B	PK roster.
Teacher-specific climate survey	Questions about the teacher, given to SRC students three times a year.	D	SRC students.
T-TESS			
T-TESS Domains 2 and 3	Observed instruction and learning environment: the average of every Domain 2 and Domain 3 dimension rating together on the final summative, compared with fixed targets aligned with the TIA performance standards (4.9).	A	The teacher.
T-TESS Domain 1	Planning and lesson internalization: the Domain 1 average, compared with the median for all teachers.	A	The teacher.
CULTURE AND CLIMATE			
Teacher attendance	The teacher's attendance, excluding leave protected by law (2.11).	C	The teacher.
T-TESS Domain 4	Professional practices and responsibilities: the Domain 4 average, compared with the median for all teachers.	A	The teacher.
Survey	Percentage of neutral or positive answers to the questions about the teacher. The result is compared with the median for the teacher's group (groups set from 2026-27 survey data, expected by campus level).	D	A selection of students or families from all scheduled courses and rosters.

MEASURE	WHAT IT MEASURES	ENG	WHOSE RESULTS COUNT
Campus growth and reflection	The SRC's Campus Growth and Reflection form. Every SRC teacher receives the same result.	B	SRC campus.
Student attendance (ADA)	The campus's end-of-year average daily attendance, compared with the target for the campus level.	C	Campus. One value for every teacher on it.
PK environmental checklist	The classroom environment, rated on the PK checklist.	A	The classroom. PK3 and PK4 cards.
Student attendance (SRC)	Attendance of SRC students on the days they were assigned to the SRC.	C	SRC roster.

WHERE THE NUMBERS ARE

Thresholds, medians, and formulas are in the TME section of the Technical Manual.

PART 9

9 ASME · ACADEMIC SPECIALIST MEASURES OF EFFECTIVENESS

An academic specialist scorecard looks at two things: the results the campus produces for students, and the academic specialist's T-PESS evaluation. Academic specialists are in IME for 2026-27, with three scorecards, one for each campus level.

IN THIS PART

9.1	Scorecard components and weights	9.4	Whose results count
9.2	The three academic specialist scorecards	9.5	Pay
9.3	What is measured		

PART 9 · ASME

9.1 Scorecard components and weights

Every academic specialist scorecard has two components.

STUDENT OUTCOMES		T-PESS		TOTAL ASME SCORE
60%	+	40%	=	100
of the scorecard		of the scorecard		points

SIX ANNUAL RATING LEVELS

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

The total score places the annual rating in a level. Cut scores are published each year in the Technical Manual.

9.2 The three academic specialist scorecards

There is one scorecard for each campus level, whatever the campus's rating: Early Childhood (S1), Elementary and Middle (S2) and High School (S3). Only the Student Outcomes component changes from one scorecard to another; T-PESS is the same on every card. The early childhood academic specialist serves three early childhood campuses.

SCORECARD	STUDENT OUTCOME MEASURES
Early Childhood (S1)	PreK4 CIRCLE growth, PreK3 District Assessment (DCA) growth and Circle On Track, each averaged across the specialist's three campuses
Elementary and Middle (S2)	STAAR Domain 1, STAAR Domain 2A, STAAR Domain 3, TIA Growth Measure for campus teachers
High School (S3)	STAAR Domain 1, STAAR Domain 2A, STAAR Domain 3, TIA Growth Measure for campus teachers, TSI

9.3 What is measured

MEASURE	WHAT IT MEASURES	ENG	WHOSE RESULTS COUNT
STUDENT OUTCOMES			
STAAR Domain 1	Campus student achievement, from the TEA scaled score.	A	Campus. Elementary and Middle, High School.
STAAR Domain 2A	Campus academic growth, from the TEA scaled score.	A	Campus. Elementary and Middle, High School.
STAAR Domain 3	How well the campus closes achievement gaps, from the TEA scaled score.	A	Campus. Elementary and Middle, High School.
TIA Growth Measure	The average of the growth result each campus teacher earns on the teacher's own scorecard; each teacher counted once (4.10).	B	Teachers in the District's TIA file for the campus who have a growth result.

MEASURE	WHAT IT MEASURES	ENG	WHOSE RESULTS COUNT
TSI	The share of the campus's graduates who met TSI without counting a College Prep course.	B	Campus graduates. High School.
PreK4 CIRCLE growth	For each of the three campuses, the average of PK4 teachers' CIRCLE growth results, as for that campus's principal; the three campus results are averaged, each counting equally.	B	PK4 teachers at the three campuses. Early Childhood.
PreK3 DCA growth	For each of the three campuses, the average of PK3 teachers' growth results on the District assessment, as for that campus's principal; the three campus results are averaged.	B	PK3 teachers at the three campuses. Early Childhood.
Circle On Track	The share of PK4 CIRCLE results On Track (Math, Rapid Vocabulary and Rapid Letter Naming) at each of the three campuses, averaged, compared with the Circle On Track target.	B	PK4 students at the three campuses. Early Childhood.
T-PESS			
T-PESS Domains 2, 4 and 5	The average of the three domain averages on the final T-PESS summative (each rating counted as Distinguished 5 to Improvement Needed 1), compared with the median for assistant principals, associate principals, and academic specialists together (4.9).	A	The academic specialist.
T-PESS Domains 1 and 3	The average of the Domain 1 and Domain 3 averages on the final T-PESS summative, compared with the median for assistant principals, associate principals, and academic specialists together (4.9).	A	The academic specialist.

WHERE THE NUMBERS ARE

Points for each measure are on the leader Scorecards at a Glance page (4.12). Thresholds, medians, and formulas are in the ASME section of the Technical Manual.

9.4 Whose results count

Campus results. An academic specialist at an elementary, middle, or high school receives the same STAAR domain scores, TIA Growth Measure and TSI result as the campus's principal. There is no D or F rule on academic specialist scorecards: the STAAR domains earn points on the scaled score in every case, as on the assistant principal scorecards.

Early childhood. The early childhood academic specialist serves three campuses. Each measure is calculated for each campus exactly as for that campus's principal, and the specialist's result is the average of the three campus results, each campus counting equally.

T-PESS. Only the final end-of-year T-PESS summative counts. Because there are few academic specialists, each of the two T-PESS medians is set from assistant principals, associate principals and academic

specialists together. Assistant principals' ratings are calculated in the same two ways for these medians only; their own scorecard keeps one all-domains measure (7.3).

9.5 Pay

Academic specialists are paid by career stage from 2027-28, on the same timeline as assistant principals. There are three career stages, and one pay column applies at every campus.

CAREER STAGE	POINTS TO REACH	ALSO REQUIRES	ANNUAL PAY
Academic Specialist I	Entry	None	$82,000
Academic Specialist II	100	One Exemplary or higher rating in the last three years	$87,000
Academic Specialist III	300	Two Exemplary or higher ratings in the last three years	$100,000

Earning career stages. Academic specialists earn points from each annual rating and move up career stages the same way teachers do (3.2, 3.6 and 3.7). Years of service earn no points, and duty points (3.3) do not apply. A specialist moves down one career stage after two consecutive years rated below the floor: Proficient I for Academic Specialist II and Proficient II for Academic Specialist III (3.8). A specialist at Academic Specialist I rated Unsatisfactory for two consecutive years is subject to a review of the assignment.

Placement for 2027-28. Academic specialists receive initial career-stage placement based on their 2026-27 annual rating, finalized in fall 2027. New academic specialists start at Academic Specialist I with 0 points. Hold harmless (Rule 7 and 3.12) and the increase cap (3.13) apply as for assistant principals.

2026-27 RATING	STARTING POINTS	PLACED AT
Unsatisfactory or Progressing	0	Academic Specialist I, $82,000
Proficient I	30	Academic Specialist I, $82,000
Proficient II	60	Academic Specialist I, $82,000
Exemplary	100	Academic Specialist II, $87,000
Master	150	Academic Specialist II, $87,000

Moving between roles. A teacher who becomes an academic specialist enters at the academic specialist career stage with the same career stage pay; subject to a minimum of Academic Specialist I and a maximum of Academic Specialist III.

An academic specialist who moves to a teacher role is placed by their most recent annual rating: Proficient I or higher enters at Educator III; any other rating enters at Educator II (3.11). An academic specialist who becomes an assistant/associate principal enters at the corresponding career stage: Academic Specialist I at Assistant Principal I, II at Assistant Principal II, and III at Assistant Principal III. Pay follows the applicable

assistant principal campus column, with current base pay held if higher. The point total is reset to the threshold of the new career stage threshold.

Pay when moving. When the new career stage pays more, pay moves to it, using the applicable campus column for an assistant principal role. The increase cap (3.13) does not apply, and no additional promotion increase is provided. When the new career stage pays less, existing base salary is maintained for moves into assistant principal roles or District-directed reassignments (Rule 7), without additional career-stage increases until the applicable pay catches up. For employee-initiated moves into other roles, pay follows the new career stage, subject to applicable employment contracts and District compensation rules.

PART 10

10 APPENDICES

Appendix A lists the assessment used for each course on the teacher scorecards. Appendix B is the duty point list.

IN THIS PART

A	Course and assessment mapping, 2026-27
B	Duty Point List, 2026-27 (Coming Soon)
C	At-A-Glance Documents, 2026-27
D	

PART 10 · APPENDICES

Appendix A Course and assessment mapping, 2026-27

TIA and TME eligible courses by campus level and subject area. Source: the course and assessment mapping document, per the April 2026 Enhanced TIA application.

TIA eligible assessment options

Testing options 1, 2, and 4 are used for pre-assessment and post-assessment of student growth. Twelve eligible teacher categories and assessment types are included in the TIA system application:

ASSESSMENT	TESTING OPTION
Circle	Option 2, third-party pre-test, district-created growth targets, third-party post-test
NWEA MAP	Option 1, third-party pre-test, third-party growth targets, third-party post-test
Albert, Learn by Doing	Option 2, third-party pre-test, district-created growth targets, third-party post-test
YouScience	Option 2, third-party pre-test, district-created growth targets, third-party post-test
iCEV	Option 2, third-party pre-test, district-created growth targets, third-party post-test
Unique Learning Systems (ULS)	Option 2, third-party pre-test, district-created growth targets, third-party post-test
Avant STAMP	Option 2, third-party pre-test, district-created growth targets, third-party post-test
FitnessGram	Option 2, third-party pre-test, district-created growth targets, third-party post-test
MusicFirst	Option 2, third-party pre-test, district-created growth targets, third-party post-test
TEKSReady	Option 2, third-party pre-test, district-created growth targets, third-party post-test
P3 DCA	Option 4, district-created pre-test, district-created growth targets, district-created post-test
NOCTI	Option 2, third-party pre-test, district-created growth targets, third-party post-test

TME eligible courses beyond the TIA list: SRC in all subjects; AP Spanish Language at middle and high school via Albert, Learn by Doing.

A.1 High School

ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
APENGLAN	Albert	AP English Language
APENGLIT	Albert	AP English Literature
ELDA1	MAP	Growth: Reading 6+
ENG 1	MAP	Growth: Reading 6+
ENG 1 H	MAP	Growth: Reading 6+
ENG 2	MAP	Growth: Reading 6+
ENG 2 GT H	MAP	Growth: Reading 6+
ENG 2 H	MAP	Growth: Reading 6+
ENG 3	MAP	Growth: Reading 6+

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ENG 3 H/DC	MAP	Growth: Reading 6+
ENG 4	MAP	Growth: Reading 6+
ENG 4 H/DC	MAP	Growth: Reading 6+
ENG 5 GT	MAP	Growth: Reading 6+
ENG1FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
ENG1PRN	MAP	Growth: Reading 6+
ENG2FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
ENG2PRN	MAP	Growth: Reading 6+
ENG3 ESL	MAP	Growth: Reading 6+
ENG3PRN	MAP	Growth: Reading 6+
ENG4FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
ENG4PRN	MAP	Growth: Reading 6+
ENGSOL 1A	MAP	Growth: Reading 6+
ENGSOL 1B	MAP	Growth: Reading 6+
ENGSOL 2A	MAP	Growth: Reading 6+
ENGSOL 2B	MAP	Growth: Reading 6+
IND ENG 4 H/DC	MAP	Growth: Reading 6+
PROFCOMM H/DC	iCEV	Professional Communications
READ1	MAP	Growth: Reading 6+
READ1 ESL	MAP	Growth: Reading 6+
READ1FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
READ1PRN	MAP	Growth: Reading 6+
READ2	MAP	Growth: Reading 6+
READ2 ESL	MAP	Growth: Reading 6+
READ2FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
READ2PRN	MAP	Growth: Reading 6+
READ3	MAP	Growth: Reading 6+
READ3FND	ULS	ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
READ3PRN	MAP	Growth: Reading 6+

MATHEMATICS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
0ALG 1	MAP	Growth: Algebra 1
0GEOM G	MAP	Growth: Geometry
ALG 1	MAP	Growth: Algebra 1
ALG 1 DB	MAP	Growth: Algebra 1
ALG 1 ESL	MAP	Growth: Algebra 1
ALG 2	MAP	Growth: Algebra 2
ALG 2 H	MAP	Growth: Algebra 2
ALG 2 H GT	MAP	Growth: Algebra 2
ALG1FND	ULS	ULS Benchmark Assessment- Multiplication & Division 1: Equal Groups and Arrays
ALG1PRN	MAP	Growth: Algebra 1
ALG2PRN	MAP	Growth: Algebra 2
ALGREA	TEKSReady	IISD 26-27: Pre ALGREA
ALGREAPRN	TEKSReady	IISD 26-27: Pre ALGREA
APCALCAB	Albert	AP Calculus AB-BC
APCALCBC	Albert	AP Calculus AB-BC
APPRECAL	Albert	AP Precalculus
APSTATS	Albert	AP Statistics
GEOM	MAP	Growth: Geometry
GEOM ESL	MAP	Growth: Geometry
GEOM G	MAP	Growth: Geometry
GEOM H	MAP	Growth: Geometry
GEOMPRN	MAP	Growth: Geometry
PRE CALC	TEKSReady	IISD 26-27: Pre PRE CALC
PRE CALC H/DC	TEKSReady	IISD 26-27: Pre PRE CALC
STATS	TEKSReady	IISD 26-27: Pre STATS

SCIENCE

COURSE DESCRIPTION	VENDOR	ASSESSMENT
AP CHEM	Albert	AP Chemistry
APBIO	Albert	AP Biology
APENVIR	Albert	AP Environmental Science
APPHYS1	Albert	AP Physics 1
APPHYS2	Albert	AP Physics 2
ASTRMY	TEKSReady	IISD 26-27: Pre ASTRMY

COURSE DESCRIPTION	VENDOR	ASSESSMENT
BIO	MAP	Growth: Science 9-12 Biology
BIO ESL	MAP	Growth: Science 9-12 Biology
BIO H	MAP	Growth: Science 9-12 Biology
BIOFND	ULS	ULS Benchmark Assessment- Multiplication & Division 1: Equal Groups and Arrays
BIOPRN	MAP	Growth: Science 9-12 Biology
CHEM	TEKSReady	IISD 26-27: Pre CHEM
CHEM GT	TEKSReady	IISD 26-27: Pre CHEM
CHEM H	TEKSReady	IISD 26-27: Pre CHEM
CHEMPRN	TEKSReady	IISD 26-27: Pre CHEM
ENVIRSYS	TEKSReady	IISD 26-27: Pre ENVIRSYS
ENVIRSYSPRN	TEKSReady	IISD 26-27: Pre ENVIRSYS
IPC	TEKSReady	IISD 26-27: Pre IPC
IPC ESL	TEKSReady	IISD 26-27: Pre IPC
IPCPRN	TEKSReady	IISD 26-27: Pre IPC
PHYSICS	TEKSReady	IISD 26-27: Pre PHYSICS
PHYSICS H/DC	TEKSReady	IISD 26-27: Pre PHYSICS
PHYSICSPRN	TEKSReady	IISD 26-27: Pre PHYSICS

SOCIAL STUDIES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
APEUHIST	Albert	AP European History
APHUMGEO	Albert	AP Human Geography
APMACECO	Albert	AP Macroeconomics
APPSYCH	Albert	AP Psychology
APUSGOVT	Albert	AP U.S Government
APUSHIST	Albert	AP U.S History
APWHIST	Albert	AP World History: Modern
ECO-FE	TEKSReady	IISD 26-27: Pre ECO-FE
ECO-FE H/DC	TEKSReady	IISD 26-27: Pre ECO-FE
ECO-FE PRN	TEKSReady	IISD 26-27: Pre ECO-FE
GOVT	TEKSReady	IISD 26-27: Pre GOVT
GOVT H/DC	TEKSReady	IISD 26-27: Pre GOVT
GOVTPRN	TEKSReady	IISD 26-27: Pre GOVT
PSYCH	TEKSReady	IISD 26-27: Pre PSYCH
PSYCH H/DC	TEKSReady	IISD 26-27: Pre PSYCH

COURSE DESCRIPTION	VENDOR	ASSESSMENT
SOC	TEKSReady	IISD 26-27: Pre SOC
SOC H/DC	TEKSReady	IISD 26-27: Pre SOC
SPTSS3	TEKSReady	IISD 26-27: Pre SPTSS3
US HIST	TEKSReady	IISD 26-27: Pre US HIST
US HIST H/DC	TEKSReady	IISD 26-27: Pre US HIST
USH ESL	TEKSReady	IISD 26-27: Pre US HIST
USHISTPRN	TEKSReady	IISD 26-27: Pre US HIST
USHSTFND	ULS	ULS Benchmark Assessment- Multiplication & Division 1: Equal Groups and Arrays & ULS Benchmark Assessment: Reading Comprehension- Dive Deeper in Literature
W GEO	TEKSReady	IISD 26-27: Pre W GEO
W GEO ESL	TEKSReady	IISD 26-27: Pre W GEO
W GEO H	TEKSReady	IISD 26-27: Pre W GEO
W GEO H DUAL LANG	TEKSReady	IISD 26-27: Pre W GEO
W GEOPRN	TEKSReady	IISD 26-27: Pre W GEO
W HIST	TEKSReady	IISD 26-27: Pre W HIST
W HIST ESL	TEKSReady	IISD 26-27: Pre W HIST
W HIST H	TEKSReady	IISD 26-27: Pre W HIST
WHISTPRN	TEKSReady	IISD 26-27: Pre W HIST
WHSTPRN	TEKSReady	IISD 26-27: Pre W HIST

FINE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
AP 2D DP	MusicFirst	AP HS 2D Art & Design
AP 3D DP	MusicFirst	AP HS 3D Art & Design
APHISART	MusicFirst	AP HS Art History
APMUSTHY	MusicFirst	AP HS Music Theory
APSTARTD	MusicFirst	AP Studio Art Drawing
ART 1	MusicFirst	HS Art I
ART1APP H/DC	MusicFirst	HS Art I
ART2CRMC	MusicFirst	HS Art II Ceramics
ART2DRAW	MusicFirst	HS Art II Drawing
ART2FBRS	MusicFirst	HS Art II Fibers
ART2JWLR	MusicFirst	HS Art II Jewelry
ART2PATG	MusicFirst	HS Art II Painting
ART2SCLP	MusicFirst	HS Art II Sculpture
ART3CRMC	MusicFirst	HS Art III Ceramics

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ART3DRAW	MusicFirst	HS Art III Drawing
ART3FBRS	MusicFirst	HS Art III Fibers
ART3JWLR	MusicFirst	HS Art III Jewelry
ART3PATG	MusicFirst	HS Art III Painting
ART3SCLP	MusicFirst	HS Art III Sculpture
ART4CRMC	MusicFirst	HS Art IV Ceramics
ART4DRAW	MusicFirst	HS Art IV Drawing
ART4FBRS	MusicFirst	HS Art IV Fibers
ART4PAIN	MusicFirst	HS Art IV Painting
ART4SCLP	MusicFirst	HS Art IV Sculpture
DANCE 1	MusicFirst	HS Dance I
DANCE 2	MusicFirst	HS Dance II
DANCE 3	MusicFirst	HS Dance III
DANCE 4	MusicFirst	HS Dance IV
INST EN1	MusicFirst	HS Band or Orchestra I (dependent on emphasis)
INST EN2	MusicFirst	HS Band or Orchestra II (dependent on emphasis)
INST EN3	MusicFirst	HS Band or Orchestra III (dependent on emphasis)
INST EN4	MusicFirst	HS Band or Orchestra IV (dependent on emphasis)
JAZZ BAND1	MusicFirst	HS Jazz Band I
JAZZ BAND2	MusicFirst	HS Jazz Band II
JAZZ BAND3	MusicFirst	HS Jazz Band III
JAZZ BAND4	MusicFirst	HS Jazz Band IV
MUS THY1	MusicFirst	HS Music Theory I
NV BAND	MusicFirst	HS Band I
NV BAND 10	MusicFirst	HS Band II
NV BAND 12	MusicFirst	HS Band IV
NV BAND 9	MusicFirst	HS Band I
NV MIXED 10	MusicFirst	HS Choir II
NV MIXED 11	MusicFirst	HS Choir III
NV MIXED 12	MusicFirst	HS Choir IV
NV MIXED 9	MusicFirst	HS Choir I
NV ORCH	MusicFirst	HS Orchestra I
NV TEN/BASS10	MusicFirst	HS Choir II
NV TEN/BASS11	MusicFirst	HS Choir III
NV TEN/BASS12	MusicFirst	HS Choir IV

COURSE DESCRIPTION	VENDOR	ASSESSMENT
NV TEN/BASS9	MusicFirst	HS Choir I
NV TREBLE 10	MusicFirst	HS Choir II
NV TREBLE 11	MusicFirst	HS Choir III
NV TREBLE 12	MusicFirst	HS Choir IV
NV TREBLE 9	MusicFirst	HS Choir I
SUB NB A BAND 11	MusicFirst	HS Band III
SUB NB A BAND 12	MusicFirst	HS Band IV
SUB NB A BAND 9	MusicFirst	HS Band I
SUB NV A BAND	MusicFirst	HS Band I
SUB NV A ORCH	MusicFirst	HS Orchestra I
SUB NV B BAND 10	MusicFirst	HS Band II
SUB NV B ORCH	MusicFirst	HS Orchestra I
TH1	MusicFirst	HS Theatre I
TH1TECH	MusicFirst	HS Technical Theatre I
TH2	MusicFirst	HS Theatre II
TH2TECH	MusicFirst	HS Technical Theatre II
TH3	MusicFirst	HS Theatre III
TH3TECH	MusicFirst	HS Technical Theatre III
TH4	MusicFirst	HS Theatre IV
TH4TECH	MusicFirst	HS Technical Theatre IV
V BAND	MusicFirst	HS Band I
V BAND 10	MusicFirst	HS Band II
V BAND 11	MusicFirst	HS Band III
V BAND 9	MusicFirst	HS Band I
V ORCH	MusicFirst	HS Orchestra I
VAR MIXED 10	MusicFirst	HS Choir II
VAR MIXED 11	MusicFirst	HS Choir III
VAR MIXED 12	MusicFirst	HS Choir IV
VAR MIXED 9	MusicFirst	HS Choir I
VAR TREBLE 10	MusicFirst	HS Choir II
VAR TREBLE 11	MusicFirst	HS Choir III
VAR TREBLE 12	MusicFirst	HS Choir IV
VAR TREBLE 9	MusicFirst	HS Choir I
VOC ENS10	MusicFirst	HS Choir II
VOC ENS11	MusicFirst	HS Choir III

COURSE DESCRIPTION	VENDOR	ASSESSMENT
VOC ENS12	MusicFirst	HS Choir IV
VOC ENS9	MusicFirst	HS Choir I

PE / HEALTH

COURSE DESCRIPTION	VENDOR	ASSESSMENT
HLTH ED	TEKSReady	IISD 26-27: Pre HLTH ED
HLTH ED H/DC	TEKSReady	IISD 26-27: Pre HLTH ED
LIFEFIT	FitnessGram	Pacer
LIFEFIT H/DC	FitnessGram	Pacer
LIFEFITPRN	FitnessGram	Pacer
LIFEROP	FitnessGram	Pacer
PE SWIMMING	FitnessGram	Pacer
SBLIFE	FitnessGram	Pacer

OTHER LANGUAGES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ADVLCA DUAL LANG	Avant Stamp	STAMP 2S
FREN 1	Avant Stamp	STAMP 2S
FREN 2	Avant Stamp	STAMP 2S
FREN 3 H	Avant Stamp	STAMP 2S
SEMSPAN1	Avant Stamp	STAMP 2S
SEMSPAN1 DUAL LANG	Avant Stamp	STAMP 2S
SPAN 1	Avant Stamp	STAMP 2S
SPAN 2	Avant Stamp	STAMP 2S
SPAN 3 H	Avant Stamp	STAMP 2S

CTE

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ACDCELEC	YouScience	Engineering Principles 1
ADVANSCI	iCEV	Animal Science
ADVERTIS	YouScience	Digital Marketing
ADVMKTG	YouScience	Marketing 2
AIRTECH I	YouScience	21st Century Success Skills
AIRTECH II	YouScience	21st Century Success Skills
ANATPHYS	YouScience	Medical Assisting: Anatomy and Physiology
APCSPRIN	Albert	AP Computer Science Principles
APTACSAM	Albert	AP Computer Science A

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ARCHDSN1	YouScience	Architectural Design 2
ARCHDSN2	YouScience	Architectural Design 3
AUTOTEC1	YouScience	Automotive Services, Introduction
AUTOTEC2	YouScience	Automotive Services, Introduction
ADVANSCI	iCEV	Animal Science
AVPLAB2	YouScience	Video Production 2
AVPROD1	YouScience	Video Production 1
BANKFIN	YouScience	Banking and Finance
BIOTECH	YouScience	Biotechnology
BIOTECH2	YouScience	Biotechnology
BUSICT	YouScience	Business Office Specialist
BUSLAW	YouScience	Business Law
BUSLAW H/DC	YouScience	Business Law
BUSMGT	YouScience	Business Management
BUSMGTSOBE	YouScience	Business Management
CHILDGUI	YouScience	Early Childhood Education 1
COLLISR	YouScience	Basic Automotive Collision Repair
COMMTLAB	YouScience	Computer Systems 1
COMPT1	YouScience	Computer Systems 2
COMPT1 H/DC	YouScience	Computer Systems 2
CONSTECH1	YouScience	Woodworking, Beginning
CONTECH2	YouScience	Woodworking, Intermediate
COSMET1	YouScience	Cosmetology
COSMET2	YouScience	Cosmetology
CPHOTO1	YouScience	Commercial Photography 1
CRINVESTLAWEN	YouScience	Criminal Justice 1
CULARTS	YouScience	Culinary 2
DIESELTEC1	YouScience	Automotive Services, Introduction
DIESELTEC2	YouScience	Automotive Services, Introduction
DRONE ENG I	YouScience	UAS: Remote Pilot Certification
DRONE ENG II	YouScience	UAS: Design and Maintain
ENGDPRS	YouScience	Engineering Principles 2
ENTPR2	YouScience	Entrepreneurship
ENTREP	YouScience	Entrepreneurship
EQUINSCI	iCEV	Equine Science

COURSE DESCRIPTION	VENDOR	ASSESSMENT
EXCOMPT1	YouScience	21st Century Success Skills
EXPRTRS1	YouScience	Automotive Services, Introduction
FORENSCI	YouScience	Medical Forensics
GEMPLS	YouScience	Preparing for College and Careers
GLOBBUS	YouScience	Business Concepts
GRAPHDI	YouScience	Graphic Print Design 1
GRDLAB2	YouScience	Graphic Print Design 2
GREOPLAB	YouScience	Greenhouse Management
HLSCLIN H/DC	YouScience	Medical Assisting: Clinical and Lab Procedures
HLTHINF	YouScience	Medical Assisting: Medical Terminology
HLTHSCI	YouScience	Medical Assisting: Clinical and Lab Procedures
HORTISCI	iCEV	Horticulture Science
HRMGT	YouScience	Business Leadership 1
HUGRDEV	YouScience	Child Development
HUGRDEV H/DC	YouScience	Child Development
INCULART	YouScience	Culinary 1
INPRAC	YouScience	Teaching as a Profession 2
INPRAC H/DC	YouScience	Teaching as a Profession 2
INTERSTU	YouScience	Adult Roles and Responsibilities
INTRCADD	YouScience	Mechanical Design 1
INTRWELD	YouScience	Welding Technician 1
JROTC 1	NOCTI	JROTC Leadership and Employability Skills
JROTC 2	NOCTI	JROTC Leadership and Employability Skills
JROTC 3	NOCTI	JROTC Leadership and Employability Skills
JROTC 4	NOCTI	JROTC Leadership and Employability Skills
LAWENF1	YouScience	Law Enforcement
LAWENF1 H/DC	YouScience	Law Enforcement
LAWENF2	YouScience	Criminal Justice 2
LAWENF2 H/DC	YouScience	Criminal Justice 2
MANENGT1	YouScience	Manufacturing Principles 1
MANENGT2	YouScience	Manufacturing Technology
MECHDES1	YouScience	Mechanical Design 2
MEDBC	YouScience	Medical Assisting: Medical Office Management
MEDTERM	YouScience	Medical Terminology
NETWRK	YouScience	Network Fundamentals

COURSE DESCRIPTION	VENDOR	ASSESSMENT
PAINTREF	YouScience	Basic Automotive Collision Repair
PATHO	YouScience	Medical Anatomy and Physiology
PATHO H/DC	YouScience	Medical Anatomy and Physiology
PHARMC	YouScience	Clinical Laboratory Technology
PHARMC H/DC	YouScience	Clinical Laboratory Technology
PRACAFNR1 (77531 & *74121 changing)	YouScience	Animal Science 1
PRACBM	YouScience	Business Leadership 2
PRACBMSOBE	YouScience	Business Leadership 2
PRACCT1	YouScience	Residential Construction 1
PRACCUL1	YouScience	Culinary 3
PRACCUL2	YouScience	Culinary 3
PRACEDT1	YouScience	Teaching as a Profession 3
PRACEDT1 H/DC	YouScience	Teaching as a Profession 3
PRACENT	YouScience	Entrepreneurship
PRACGRD1	YouScience	Graphic Print Design 3
PRACHLS1	YouScience	Clinical Laboratory Technology
PRACHLS1DENTAL	YouScience	Dental Assistant: Dental Science 1
PRACHLS2DENTAL	YouScience	Dental Assistant: Dental Science 2
PRACHOS1	YouScience	Hospitality and Tourism
PRACLAWEN	YouScience	Law Enforcement
PRACLPS1	YouScience	Business Law
PRACLPS1 H/DC	YouScience	Business Law
PRACMAN1	YouScience	Welding Technician 3
PRACMKT1	YouScience	Marketing Fundamentals
PRACMKT2	YouScience	Marketing 1
PRACNRS	YouScience	Nursing Assistant
PRACNRS2 H/DC	YouScience	Nursing Assistant
PRACROBMAN	YouScience	Manufacturing Technology
PRBIOSCI	YouScience	Health Science, Introduction
PRCENGR1	YouScience	3D Print Technology
PRINAAVTC	YouScience	Digital Media 1
PRINAFNR	iCEV	Introduction to Agriscience
PRINARCH	YouScience	Architectural Design 1
PRINBMF	YouScience	Exploring Business, Finance and Marketing
PRINCON	YouScience	Construction Trade Foundation

COURSE DESCRIPTION	VENDOR	ASSESSMENT
PRINEDTR	YouScience	Teaching as a Profession 1
PRINHLSC	YouScience	Health Science, Introduction
PRINHOSP	YouScience	Hospitality and Tourism
PRINIT	YouScience	Introduction to Information Technology & Cybersecurity
PRINLPCS	YouScience	Law Enforcement
PROFCOMM	iCEV	Professional Communications
RESTMGMT	YouScience	Customer Service
ROBOTIC1	YouScience	Robotics 1
ROBOTIC2	YouScience	Robotics 2
SMANIMGT	iCEV	Small Animal Management
SMEDMKTG	YouScience	Influencer and Content Marketing
TACS1	YouScience	Computer Science Principles
TACS2	YouScience	Computer Programming 1
TACYBCAP	YouScience	Principles of Cyber Defense and Ethics
TADGFR	YouScience	Cyber Forensics
TAFCS	YouScience	Exploring Computer Science
TAFCYBR	YouScience	Principles of Cyber Defense and Ethics
TAGMPD	YouScience	Game Development Fundamentals 1
TAINDET1	YouScience	21st Century Success Skills
VIRTBUS	YouScience	Digital Business Applications
WELD1	YouScience	Welding Technician 2

OTHER ELECTIVES & SPECIALIZED ROLES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
AVID1	MAP	Growth: Reading 6+
AVID2	MAP	Growth: Reading 6+
AVID3	MAP	Growth: Reading 6+
AVID4	MAP	Growth: Reading 6+
SPEDCM	MAP	Growth: Reading 6+, Math/Course Specific
SPEDCM	TEKSReady	Math/Course Specific
SPEDCM	Albert	AP Math/ELA Course Specific

A.2 Middle School

ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ELA/HUM 6G	MAP	Growth: Reading 6+

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ELA/HUM 7G	MAP	Growth: Reading 6+
ELAR 6	MAP	Growth: Reading 6+
ELAR 6 - GEN ED INCLUSION	MAP	Growth: Reading 6+
ELAR 6 H	MAP	Growth: Reading 6+
ELAR 7	MAP	Growth: Reading 6+
ELAR 7 - GEN ED INCLUSION	MAP	Growth: Reading 6+
ELAR 7 H	MAP	Growth: Reading 6+
ELAR 8	MAP	Growth: Reading 6+
ELAR 8 - GEN ED INCLUSION	MAP	Growth: Reading 6+
ELAR 8 H	MAP	Growth: Reading 6+
ELAR6FND	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Informational Texts
ELAR6PRN	MAP	Growth: Reading 6+
ELAR7FND	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Informational Texts
ELAR7PRN	MAP	Growth: Reading 6+
ELAR8FND	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Informational Texts
ELAR8PRN	MAP	Growth: Reading 6+
ELAREL 6	MAP	Growth: Reading 6+
ELAREL 7	MAP	Growth: Reading 6+
ELAREL 8	MAP	Growth: Reading 6+
ENG1/HUM 8G	MAP	Growth: Reading 6+
MULTIRDG	MAP	Growth: Reading 6+
MULTIRDG1	MAP	Growth: Reading 6+
MULTIRDG2	MAP	Growth: Reading 6+
MULTIRDG3	MAP	Growth: Reading 6+
MULTIRDG4	MAP	Growth: Reading 6+
MULTIRDG5	MAP	Growth: Reading 6+
MULTIRDG6	MAP	Growth: Reading 6+
MULTIRDG7	MAP	Growth: Reading 6+

MATHEMATICS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ALG 1 H	MAP	Growth: Algebra 1
ALG 1G	MAP	Growth: Algebra 1
ALG1GDUAL	MAP	Growth: Algebra 1

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ALG1HDUAL	MAP	Growth: Algebra 1
MATH 6	MAP	Growth: Math 6+
MATH 6 - GEN ED INCLUSION	MAP	Growth: Math 6+
MATH 6 G	MAP	Growth: Math 6+
MATH 6 H	MAP	Growth: Math 6+
MATH 6G	MAP	Growth: Math 6+
MATH 7	MAP	Growth: Math 6+
MATH 7 - GEN ED INCLUSION	MAP	Growth: Math 6+
MATH 7 G	MAP	Growth: Math 6+
MATH 7 H	MAP	Growth: Math 6+
MATH 8	MAP	Growth: Math 6+
MATH 8 - GEN ED INCLUSION	MAP	Growth: Math 6+
MATH6PRN	MAP	Growth: Math 6+
MATH7PRN	MAP	Growth: Math 6+
MATH8DUAL	MAP	Growth: Math 6+
MATH8PRN	MAP	Growth: Math 6+
MATHACC6	MAP	Growth: Math 6+
MATHINT6	MAP	Growth: Math 6+

SCIENCE

COURSE DESCRIPTION	VENDOR	ASSESSMENT
BIO 8G	MAP	Growth: Science 9-12 Biology
SCI 6	MAP	Growth: Science 6-8
SCI 6 H	MAP	Growth: Science 6-8
SCI 6G	MAP	Growth: Science 6-8
SCI 7	MAP	Growth: Science 6-8
SCI 7 H	MAP	Growth: Science 6-8
SCI 7G	MAP	Growth: Science 6-8
SCI 8	MAP	Growth: Science 6-8
SCI 8 H	MAP	Growth: Science 6-8

SOCIAL STUDIES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
SOC ST 6	TEKSReady	IISD 26-27: Pre SOC ST 6
SOC ST 6 H DUAL LANG	TEKSReady	IISD 26-27: Pre SOC ST 6
SOC ST 7	TEKSReady	IISD 26-27: Pre SOC ST 7

COURSE DESCRIPTION	VENDOR	ASSESSMENT
SOC ST 7 H	TEKSReady	IISD 26-27: Pre SOC ST 7
SOC ST 7 H DUAL LANG	TEKSReady	IISD 26-27: Pre SOC ST 7
SOC ST 8	TEKSReady	IISD 26-27: Pre SOC ST 8
SOC ST 8 H	TEKSReady	IISD 26-27: Pre SOC ST 8

FINE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ADV DANCE	MusicFirst	MS Dance 2
ADV THEA ARTS	MusicFirst	MS Theatre 2
B CHOIR V 7	MusicFirst	MS Choir 2
B CHOIR V 8	MusicFirst	MS Choir 3
G CHOIR V 7	MusicFirst	MS Choir 2
G CHOIR V 8	MusicFirst	MS Choir 3
INT ART	MusicFirst	MS Art 2
MIXED CHOIR	MusicFirst	MS Choir 2
V BAND	MusicFirst	MS Band 2
V ORCH	MusicFirst	MS Orchestra 2

PE / HEALTH

COURSE DESCRIPTION	VENDOR	ASSESSMENT
0G PE 6	FitnessGram	Pacer
B PE 6	FitnessGram	Pacer
B PE 7	FitnessGram	Pacer
B PE 8	FitnessGram	Pacer
G PE 6	FitnessGram	Pacer
G PE 7	FitnessGram	Pacer
G PE 8	FitnessGram	Pacer
PE 7 OUTDOOR ED	FitnessGram	Pacer
PE 8 OUTDOOR ED	FitnessGram	Pacer

OTHER LANGUAGES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
SPAN 1	Avant Stamp	STAMP 2S
SPAN 2	Avant Stamp	STAMP 2S
SPAN 3 H	Avant Stamp	STAMP 2S
SPAN 3 H DUAL LANG	Avant Stamp	STAMP 2S
SPAN 6 DUAL LANG	Avant Stamp	STAMP 2S

CTE

COURSE DESCRIPTION	VENDOR	ASSESSMENT
CC EXPLOR	iCEV	Career Exploration
SMART SOLUTIONS	iCEV	Digital Literacy for 8th Grade
SMART SOLUTIONS NC	iCEV	Digital Literacy for 8th Grade

OTHER ELECTIVES & SPECIALIZED ROLES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ELARINTCM6	MAP	Growth: Reading 6+
ELARINTCM7	MAP	Growth: Reading 6+
ELARINTCM8	MAP	Growth: Reading 6+
MATHINTCM7	MAP	Growth: Math 6+
MATHINTCM8	MAP	Growth: Math 6+
SPEDCM6	MAP	Growth: Math 6+ and Growth Reading 6+
SPEDCM7	MAP	Growth: Math 6+ and Growth Reading 6+
SPEDCM8	MAP	Growth: Math 6+ and Growth Reading 6+

A.3 Elementary School

ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
DUAL READING/LA 1	MAP	Growth: Reading K-2 and Growth: Spanish Reading K-2
DUAL READING/LA 2	MAP	Growth: Reading 2-5 and Growth: Spanish Reading 2-5
DUAL READING/LA 3	MAP	Growth: Reading 2-5 and Growth: Spanish Reading 2-5
DUAL READING/LA 4	MAP	Growth: Reading 2-5 and Growth: Spanish Reading 2-5
DUAL READING/LA 5	MAP	Growth: Reading 2-5 and Growth: Spanish Reading 2-5
DUAL READING/LA K	MAP	Growth: Reading K-2 and Growth: Spanish Reading K-2
DUAL READING/LA PK	Circle	Circle Progress Monitoring Pre-K
DUAL SPAN LANG ARTS 1	MAP	Growth: Spanish Reading K-2 and Growth: Reading K-2
DUAL SPAN LANG ARTS 2	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANG ARTS 3	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANG ARTS 4	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANG ARTS 5	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANG ARTS K	MAP	Growth: Spanish Reading K-2 and Growth: Reading K-2
DUAL SPAN LANG ARTS PK	Circle	Circle Progress Monitoring Pre-K
DUAL SPAN LANGUAGE ARTS 1	MAP	Growth: Spanish Reading K-2 and Growth: Reading K-2
DUAL SPAN LANGUAGE ARTS 2	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANGUAGE ARTS 3	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5

COURSE DESCRIPTION	VENDOR	ASSESSMENT
DUAL SPAN LANGUAGE ARTS 4	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
DUAL SPAN LANGUAGE ARTS 5	MAP	Growth: Spanish Reading 2-5 and Growth: Reading 2-5
FND READING/LA 1	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA 1 - ACTIVE LEAR	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA 2	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA 2 - AL	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA 3	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA 3 - ACTIVE LEAR	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA 4	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA 4 - ACTIVE LEAR	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA 5	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA 5 - ACTIVE LEAR	ULS	ULS Benchmark Assessment: Reading Comprehension-Basic Skills and Literature
FND READING/LA K	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA K - ACTIVE LEAR	ULS	ULS Benchmark Assessment- Phonological Awareness: Word Awareness
FND READING/LA PK	ULS	ULS Benchmark Assessment
LANG ARTS P3	DCA	Pre Letter Naming P3 Pre Vocabulary P3
READING/LA 1	MAP	Growth: Reading K-2
READING/LA 2	MAP	Growth: Reading 2-5
READING/LA 3	MAP	Growth: Reading 2-5
READING/LA 4	MAP	Growth: Reading 2-5
READING/LA 5	MAP	Growth: Reading 2-5
READING/LA K	MAP	Growth: Reading K-2
READING/LA PK	Circle	Circle Progress Monitoring Pre-K
SPAN LANGUAGE ARTS 1	MAP	Growth: Spanish Reading K-2
SPAN LANGUAGE ARTS 2	MAP	Growth: Spanish Reading 2-5
SPAN LANGUAGE ARTS 3	MAP	Growth: Spanish Reading 2-5
SPAN LANGUAGE ARTS 4	MAP	Growth: Spanish Reading 2-5
SPAN LANGUAGE ARTS 5	MAP	Growth: Spanish Reading 2-5

COURSE DESCRIPTION	VENDOR	ASSESSMENT
SPAN LANGUAGE ARTS K	MAP	Growth: Spanish Reading K-2
SPAN LANGUAGE ARTS PK	Circle	Circle Progress Monitoring Pre-K

MATHEMATICS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
DUAL MATHEMATICS 1	MAP	Growth: Math K-2
DUAL MATHEMATICS 2	MAP	Growth: Math 2-5
DUAL MATHEMATICS 3	MAP	Growth: Math 2-5
DUAL MATHEMATICS 4	MAP	Growth: Math 2-5
DUAL MATHEMATICS 5	MAP	Growth: Math 2-5
DUAL MATHEMATICS K	MAP	Growth: Math K-2
MATHEMATICS 1	MAP	Growth: Math K-2
MATHEMATICS 2	MAP	Growth: Math 2-5
MATHEMATICS 3	MAP	Growth: Math 2-5
MATHEMATICS 4	MAP	Growth: Math 2-5
MATHEMATICS 5	MAP	Growth: Math 2-5
MATHEMATICS K	MAP	Growth: Math K-2

SCIENCE

COURSE DESCRIPTION	VENDOR	ASSESSMENT
DUAL SCIENCE 5	MAP	Growth: Science 2-5
SCIENCE 5	MAP	Growth: Science 2-5

SPECIALS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ART 2	MusicFirst	Grade 2 Art
ART 5	MusicFirst	Grade 5 Art
GT ENRICHMENT 1	MAP	Growth: Reading K-2 and Growth: Math K-2
GT ENRICHMENT 2	MAP	Growth: Reading 2-5 and Growth: Math 2-5
GT ENRICHMENT 3	MAP	Growth: Reading 2-5 and Growth: Math 2-5
GT ENRICHMENT 4	MAP	Growth: Reading 2-5 and Growth: Math 2-5
GT ENRICHMENT 5	MAP	Growth: Reading 2-5 and Growth: Math 2-5
GT ENRICHMENT K	MAP	Growth: Reading K-2 and Growth: Math K-2
LIBRARY/STEM 1	MAP	Growth: Reading K-2 or Growth: Math K-2
LIBRARY/STEM 2	MAP	Growth: Reading 2-5 or Growth: Math 2-5
LIBRARY/STEM 3	MAP	Growth: Reading 2-5 or Growth: Math 2-5
LIBRARY/STEM 4	MAP	Growth: Reading 2-5 or Growth: Math 2-5

COURSE DESCRIPTION	VENDOR	ASSESSMENT
LIBRARY/STEM 5	MAP	Growth: Reading 2-5 or Growth: Math 2-5
LIBRARY/STEM K	MAP	Growth: Reading K-2 or Growth: Math K-2
MUSIC 2	MusicFirst	Grade 2 Music
MUSIC 5	MusicFirst	Grade 5 Music
PHYSICAL ED 3	FitnessGram	Pacer
PHYSICAL ED 4	FitnessGram	Pacer
PHYSICAL ED 5	FitnessGram	Pacer
STEM 1	MAP	Growth: Math K-2
STEM 2	MAP	Growth: Math K-2
STEM 3	MAP	Growth: Math 2-5
STEM 4	MAP	Growth: Math 2-5
STEM 5	MAP	Growth: Math 2-5
STEM K	MAP	Growth: Math K-2

SPECIALIZED ROLES

COURSE DESCRIPTION	VENDOR	ASSESSMENT
ELAR INT CASE MANAGER	MAP	Growth Reading K-2: Growth Reading 2-5
LEVEL UP CASELOAD 1	MAP	Growth: Reading K-2 Growth: Math K-2
LEVEL UP CASELOAD 2	MAP	Growth: Reading 2-5 and Growth: Math 2-5
LEVEL UP CASELOAD 3	MAP	Growth: Reading 2-5 and Growth: Math 2-5
LEVEL UP CASELOAD 4	MAP	Growth: Reading 2-5 and Growth: Math 2-5
LEVEL UP CASELOAD 5	MAP	Growth: Reading 2-5 and Growth: Math 2-5
LEVEL UP CASELOAD K	MAP	Growth: Reading K-2 Growth: Math K-2
LEVEL UP RES	MAP	Growth: Reading K-2, Reading 2-5
MATH INT CASE MANAGER	MAP	Growth: Math K-2: Growth Math 2-5

A.4 Early Childhood Center

ENGLISH LANGUAGE ARTS

COURSE DESCRIPTION	VENDOR	ASSESSMENT
FND READING/LA PK	ULS	ULS Benchmark Assessment
FND LANG ARTS P3	DCA	Pre Letter Naming P3 Pre Vocabulary P3
LANG ARTS P3	DCA	Pre Letter Naming P3 Pre Vocabulary P3
READING/LA PK	Circle	Circle Progress Monitoring Pre-K
SPAN LANG ARTS P3	DCA	Pre Letter Naming P3 Pre Vocabulary P3
SPAN LANGUAGE ARTS PK	Circle	Circle Progress Monitoring Pre-K

Appendix B: Duty point list, 2026-27

Teachers can earn up to 10 duty points a year for duties on this list (3.3). Duty points count only in a year rated Proficient I or higher and never count toward a rating requirement. The list is published before each school year.

Appendix C: At-A-Glance Documents

Appendix D: Climate Survey Questions

How questions are personalized

The culture and climate survey asks students in grades 3–12, families and teachers short questions about the people and places they know best. Each question is written once, then personalized when it is shown: the survey fills in the name of the teacher, the child, the campus or the evaluator the question is about. Teachers in support roles (interventionists, Dyslexia teachers and case managers) see wording that fits their work. Every version of a question keeps the same question number and topic, so all versions are scored together.

This appendix shows how a question changes for each kind of teacher, how campus and evaluator questions are personalized, and which scorecards each of the 42 scored questions feeds.

Fill-in	What the survey puts there	Example used here
[Teacher]	The teacher the question is about: one of the student's teachers, or one of the child's teachers on the family survey	Ms. Garcia
[Subject]	A plain subject word, not a course code	math
[Child]	The child's first name (family survey)	Ana
[Campus]	The campus name	Lamar Middle School
[Evaluator]	The teacher's T-TESS evaluator: an assistant principal, associate principal or principal	Mr. Lopez

Every question uses the same five answers: Never, Almost never, Sometimes, Almost always, Always. Families can also answer Not sure, which is left out of results. A favorable answer is Sometimes, Almost always or Always. Students and families can answer in English or Spanish; the teacher survey is in English.

1. One student question, three kinds of teachers

Students answer six questions about each of up to three of their teachers. The example below is question ST-LE2 (Learning Environment). The student first sees a short introduction that names the teacher, then the question.

Teacher type	Introduction the student sees	Question ST-LE2 as shown
Classroom teacher	The next questions are about Ms. Garcia, your math teacher. Think about this class only.	**In Ms. Garcia's class, it is OK to make mistakes.**
Interventionist or Dyslexia teacher	The next questions are about Ms. Garcia, who helps you with reading.	**When I work with Ms. Garcia, it is OK to make mistakes.**

Case manager	The next questions are about Ms. Garcia, your case manager. Your case manager makes sure you get the help you need at school.	**I feel comfortable asking Ms. Garcia for help.**

Some questions read the same for every teacher type (for example, ST-LE1, “Ms. Garcia treats me with respect”). Others, like this one, change so the question fits what that teacher does with the student.

2. One family question, by kind of teacher

Families of PreK3–2nd grade, Life and Active Learning students answer six questions about up to four of each child's teachers: the reading teacher, the math teacher, the GT pull-out teacher (kindergarten–2nd grade) and the case manager. The reading, math and GT pull-out teachers use the classroom wording. Families are not asked about interventionists or Dyslexia teachers. The example below is question F-PT2 (Family Partnership).

Teacher type	Introduction the family sees	Question F-PT2 as shown
Classroom teacher (reading, math or K–2 GT pull-out)	These questions are about Ana's math teacher, Ms. Garcia.	**Ms. Garcia gives me ideas to help Ana learn at home.**
Case manager	These questions are about Ms. Garcia, Ana's case manager.	**Ms. Garcia keeps me informed about Ana's goals and supports.**

A family with more than one child answers a separate set for each child and teacher, with each child's name filled in.

3. Questions about a campus or an evaluator

Questions about the school name the campus. A family with children at two campuses answers the campus questions once for each campus. On the teacher survey, questions about leadership name the teacher's own T-TESS evaluator, so an assistant principal's results come from the teachers that assistant principal evaluates. When a teacher's evaluator is the principal, the questions name the principal.

Survey and block	As written	As shown
Student (about the school)	I feel safe at [Campus].	**I feel safe at Lamar Middle School.**
Family (about each campus)	[Campus] is a safe place for my child.	**Lee Elementary is a safe place for my child.**
Teacher (about the campus)	School leaders at [Campus] share important information on time.	**School leaders at Lamar Middle School share important information on time.**
Teacher (about the evaluator)	[Evaluator] gives me feedback that helps me improve my teaching.	**Mr. Lopez gives me feedback that helps me improve my teaching.**

Every scored question and the scorecards it feeds

Each assistant and associate principal has three Focused Goals, all from the survey. Part A, Rigorous Expectations, is the same for every assistant principal. For Part B the assistant principal chooses one student goal, and for Part C one teacher goal.

Parts A and B use the answers of students taught by the teachers the assistant principal evaluates; each student counts once. Early childhood campuses have no student survey, so families of those students answer in their place. Part C uses the answers of the teachers the assistant principal evaluates. Family answers count toward Focused Goals only at early childhood campuses.

Focused Goal part	Goal choices
A – required	Rigorous Expectations
B – choose one	School Safety; School Climate; Valuing of School (not offered at early childhood campuses); Staff-Family Relationships (early childhood campuses only)
C – choose one	Feedback and Coaching; School Leadership; Evaluation; Student Behavior; Staff-Leadership Relationships; Well-being; Professional Learning

The table lists every scored question once, in the classroom wording. A check means the question counts toward that scorecard. The Teacher column is a teacher's own survey measure. The Principal column is the campus climate survey measure; every response counts toward it. The last column names the assistant principal Focused Goal the question belongs to, if any. EC = used at early childhood campuses. Teacher survey questions feed the principal and assistant principals, not teacher scorecards.

Question (classroom wording)	Teacher	Principal	Assistant principal Focused Goal
Student survey, grades 3–12: about each of up to three teachers			
[Teacher] expects me to do my best.	✓	✓	A – Rigorous Expectations
[Teacher] asks me to explain my answers.	✓	✓	A – Rigorous Expectations
When I want to give up, [Teacher] helps me keep trying.	✓	✓	A – Rigorous Expectations
[Teacher] treats me with respect.	✓	✓	
In [Teacher]'s class, it is OK to make mistakes.	✓	✓	
I look forward to [Teacher]'s class.	✓	✓	
Student survey, grades 3–12: about the school (answered once)			
I feel safe at [Campus].		✓	B – School Safety

If a student is bullied, an adult at school will help.		✓	B – School Safety
Students at [Campus] follow the rules.		✓	B – School Climate
Adults at [Campus] support me.		✓	B – School Climate
I feel like I belong at [Campus].		✓	B – School Climate
I know what behavior is expected of me at [Campus].		✓	
Doing well in school is important to me.		✓	B – Valuing of School
What I learn in school will help me in the future.		✓	B – Valuing of School
Family survey: about each child's teachers (PreK3–2nd, Life and Active Learning; up to four)			
[Teacher] expects [Child] to do their best.	✓	✓	A – Rigorous Expectations (EC)
[Teacher] helps [Child] keep trying when the work is hard.	✓	✓	A – Rigorous Expectations (EC)
[Teacher] treats [Child] with respect.	✓	✓	
I feel comfortable reaching out to [Teacher].	✓	✓	
[Teacher] gives me ideas to help [Child] learn at home.	✓	✓	
[Teacher] tells me how [Child] is doing and what comes next.	✓	✓	
Family survey: about each campus (every family, every grade)			
[Campus] is a safe place for my child.		✓	B – School Safety (EC)
My child enjoys going to [Campus].		✓	B – School Climate (EC)
Staff at [Campus] treat me with respect.		✓	B – Staff-Family Relationships (EC)
Staff at [Campus] support families when they face challenges.		✓	B – Staff-Family Relationships (EC)
Messages from [Campus] are easy for me to understand.		✓	B – Staff-Family Relationships (EC)
Teacher survey: about the teacher's T-TESS evaluator			
[Evaluator] gives me feedback that helps me improve my teaching.		✓	C – Feedback and Coaching
I get feedback on my teaching from [Evaluator].		✓	C – Feedback and Coaching

[Evaluator] knows what is happening in my classroom.		✓	C – School Leadership
[Evaluator] responds to my feedback.		✓	C – School Leadership
My evaluation from [Evaluator] helps me improve.		✓	C – Evaluation
[Evaluator] supports me when I handle student behavior.		✓	C – Student Behavior
[Evaluator] supports me when I face challenges at work.		✓	C – Staff-Leadership Relationships
I trust [Evaluator].		✓	C – Staff-Leadership Relationships
Teacher survey: about the campus			
School leaders at [Campus] set a positive tone for our school culture.		✓	
School leaders at [Campus] share important information on time.		✓	
School leaders at [Campus] have the best interests of the school in mind.		✓	
Rules for student behavior are enforced the same way across [Campus].		✓	
Students at [Campus] know what behavior is expected of them.		✓	
[Campus] supports my growth as a teacher.		✓	C – Professional Learning
I feel effective at my job.		✓	C – Well-being
The work I do is meaningful to me.		✓	C – Well-being
I am satisfied with my job.		✓	C – Well-being