IRVING ISD MEASURES OF EXCELLENCE

IRVING MEASURES OF EXCELLENCE · 2026-27 · DRAFT

IME ESSENTIALS

About IME

Irving Measures of Excellence is how Irving ISD measures and rewards effectiveness. Every teacher, academic specialist, assistant and associate principal, and principal receives a scorecard and one rating each year. Over time, ratings, not years of service, move pay.

Your scorecard

Each scorecard totals 100 points and is built for your role. Scorecards are reviewed each year, and your measures, weights, and points are set before each school year begins. If a change is required by law or TEA, or is needed to protect data integrity, the District will notify you in writing. This year's measures and points are on the Scorecards at a Glance pages at the end of this document.

POSITION	SCORECARD	COMPONENTS AND WEIGHTS
Principals	PME (5 scorecards)	Student outcomes 50% · Administrator performance 50%
Assistant/associate principals	APME (4 scorecards)	Student outcomes 30% · T-PESS 25% · Instructional leadership 20% · Operational effectiveness 25%
Academic specialists	ASME, Academic Specialist Measures of Effectiveness (3 scorecards)	Student outcomes 60% · T-PESS 40%
Teachers	TME (14 scorecards)	Student outcomes up to 50% · T-TESS 30-60% · Culture and climate 20-40%, by teacher group

From score to rating

Your total score places you in one of six annual ratings, shown lowest to highest. The District sets the cut scores each summer and publishes them before any rating is final.

Your *rating* is one year's results. It earns points that move your *career stage* (teachers, academic specialists, and assistant/associate principals) or sets your *effectiveness level* (principals). A *TIA* designation is a

Unsatisfactory	Progressing	Proficient I	Proficient II	Exemplary	Master

separate state recognition; an Exemplary rating under IME is not the same as an Exemplary designation under TIA.

Earning points

There are many measures but only five ways to earn points. Each measure works the same way (apart from a few role versions), only the points each measure carries change (Guidebook 4.1). The Performance Targets-at-a-Glance page below explains what each measure calculates and where its bar comes from. Most student achievement measures compare your result with the median: the middle result among teachers in your group, set each summer from the two most recent years. At the median, you earn half the points. Other measures use a fixed target. Each summer, the District also checks whether groups of teachers earn noticeably different points and adjusts how teachers are grouped (IME Fairness Review).

KIND OF MEASURE	HOW IT EARNS POINTS	EXAMPLES
Rating scales	A rating on an established scale earns points. A higher rating never earns less.	T-TESS, T-PESS, state STAAR scores, rubrics
Success rate	For each student counted, the District checks whether the student met the standard, such as meeting growth or scoring at the 41st percentile.	Growth, STAAR, MAP, TELPAS, AP scores
Rate against a target	A rate is compared with a fixed target. Meeting it earns points; for some measures, exceeding it earns more.	Teacher and student attendance
Survey	The percentage of answers that are neutral or positive. Teacher surveys compare that percentage with the median for your group.	Student, family, teacher and campus surveys
Rating validity	For leaders: how closely T-TESS ratings line up with teachers' student growth, and how consistent they are.	Coaching and feedback measures

GROWTH, IN ONE PARAGRAPH

Each student is compared with students across the District who took the same test, in the same kind of course, and started at a similar level. A student meets growth by growing at least as much as is typical for that group. About half of students meet growth by design, so growth measures what a teacher adds, not where students started.

Your protections

- **Your first pay year never lowers your base salary.** In the first year your pay is tied to IME; your base salary can stay the same or go up, not down. Teachers, academic specialists, and assistant principals are held harmless for two years, 2027-28 and 2028-29. During those years, no one is paid less than their July 1, 2026 base salary. In 2029-30, a salary above career stage pay moves to career stage pay (Rule 7).
- **Pay changes gradually.** Pay moves by no more than one level or career stage a year; increases are capped at $7,000 a year from 2027-28 to 2029-30, and from 2028-29 principals move on the average of two ratings.
- **When pay changes.** Ratings are finalized in the fall. Any salary increase is distributed over the remaining paychecks of the school year. Any salary decrease, subject to applicable hold-harmless provisions, will take effect no earlier than the following contract year.
- **No surprises.** A change to the rules is announced in writing before the school year it applies to, unless it is required by law or by TEA, or is needed to protect data integrity.

Pay amounts are subject to approval by the Board of Trustees each year and shown on Pay-at-a-Glance pages.

Checking your data

- **See it first.** Before ratings are final, you receive a preliminary scorecard with the data behind it.
- **Verify it.** During the verification window, confirm your data or report an error, with documentation.
- **Appeal if needed.** The District responds to reported discrepancies within 10 working days. If you disagree with the determination, you may submit an appeal through the internal IME appeal process within 5 working days.
- **Know what it covers.** Verification checks the data, not the design. A disagreement with a T-TESS or T-PESS rating goes through the District's appraisal appeal process (Rule 10).

This year and next

SCHOOL YEAR	PRINCIPALS	TEACHERS, ACADEMIC SPECIALISTS, AND ASSISTANT/ASSOCIATE PRINCIPALS
2025-26	Data capture year	Development year
2026-27	First pay year, set by the 2025-26 rating. No salary decreases.	Data capture year. You get a scorecard and a rating; pay does not change because of it.
2027-28	Pay set by the 2026-27 rating.	First pay year. Your 2026-27 rating helps set your pay. No salary decreases.
2028-29 on	Pay follows the average of your two most recent ratings.	Pay follows your career stage; built from the points your ratings earn.

Next steps

- **Your measures and points:** Pay-at-a-Glance, Scorecards-at-a-Glance and Performance Targets-at-a-Glance, the last pages of this document.
- **Every rule, with examples:** the IME Guidebook. Section numbers are on each role page.
- **The numbers:** the Technical Manual for the school year.
- **Questions:** ime@irvingisd.net.

YOUR ROLE · TME

Teachers

What you teach determines your scorecard. The table below lists each scorecard group and summarizes the courses it covers. The Performance Targets page that follows explains what each measure calculates and where its bar comes from.

GROUP	WHO	STUDENT OUTCOMES	T-TESS	CULTURE AND CLIMATE
1 · Core, STAAR and AP *C01 – C04*	K-2 math and reading (not FND), STAAR grades 3-8 and EOC courses, AP courses, K-8 interventionists, GT pull-out and case managers of STAAR-tested caseloads.	50%	30%	20%
2 · Core and non-core, no STAAR *C05 – C08*	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.	35%	40%	25%
3 · Specialized content and unique roles *C09 – C13*	PK3, PK4, FND and FNDAL (including K-2 FND and high school FND caseloads), SRC.	30%	40%	30%
4 · No outcomes *C14*	Teachers hired after September 30, who change campuses or schedules, or who are on approved leave may be assigned to C14 if their student outcomes cannot be scored.	0%	60%	40%

PART	WHAT IS MEASURED
Student outcomes	Growth on your course's assessment, on most scorecards, plus measures for your scorecard: STAAR performance, spring MAP achievement (K-2), TELPAS for emergent bilingual students, AP scores, or a program measure such as dyslexia kits, AVID TSI, ensemble ratings, Circle On Track, a District benchmark or the ECSE DCA. SRC teachers are scored on a teacher-specific climate survey.
T-TESS	Domains 2 and 3 (observed instruction) and Domain 1 (planning), from your appraiser's final summative.
Culture and climate	Your attendance (protected leave does not count against you), T-TESS Domain 4, a survey of your students or their families about you, and student attendance. PK teachers add an environmental checklist; SRC teachers add campus growth and reflection.

Rating and pay

2026-27 is a data capture year: your base pay does not change because of your rating. Your 2026-27 rating helps set your pay from 2027-28, the first pay year, when no teacher's base salary goes down. The amount for each career stage is on Pay-at-a-Glance pages below; the Board sets the amounts each year. Your 2026-27 rating and your years of service set your first career stage for 2027-28, and your 2027-28 rating can raise

it through a one-time review. From 2028-29 on, each rating earns points, and points move you up the career stages, at most one stage a year (Guidebook Part 3). If your career stage pays more than your current salary, your pay rises toward it by up to $7,000 a year. If it pays less, you keep your current salary through 2028-29, and in 2029-30 your pay moves to career stage pay.

- **Each rating earns points:** Proficient I 30 · Proficient II 60 · Exemplary 100 · Master 150. Progressing and Unsatisfactory earn none.
- **Points move you up the career stages**, at most one stage a year. Educator IV and V need Exemplary or higher ratings.
- **Years of service count once**, when current teachers are first placed for 2027-28: 20 points for each creditable year (up to 20), plus three times the points from your 2026-27 rating. Proficient I or II places no higher than Educator II; Exemplary or Master no lower than Educator III.
- **One low year cannot move you down**. It takes two years in a row below your stage's floor to move down one stage.

Common questions

WHICH STUDENTS COUNT FOR ME?

Students enrolled with you by September 30 and still enrolled on May 1, who were present at least 90 days during the school year. They do not have to be enrolled every day in between. Semester courses: enrolled by September 30 and still enrolled on December 10, or by January 15 and still enrolled on May 1, and present at least 45 days during the semester. A student shared with a case manager counts for both the classroom teacher and the case manager. If the classroom teacher and case manager are the same, the student counts once.

WHAT IF MY COURSES ARE ON TWO SCORECARDS?

Your results on each card are combined, weighted by the number of students in your growth results on each card. A card with fewer than 6 growth students drops out when another of your cards meets the minimum. If none of your cards reaches 6 growth students, each card is kept and scored on its other measures, and your scorecard is flagged for review.

WHAT IF I WAS HIRED LATE OR IF MY ASSIGNMENT CHANGED?

If you were hired after September 30, changed campuses or schedules, or were on approved leave, and none of your student outcome measures can be scored, you are scored on the Group 4 scorecard (C14): no student outcomes, T-TESS 60%, and culture and climate 40%. Teachers with some academic results stay on their course cards. C14 requires a T-TESS evaluation; without a complete T-TESS evaluation, there is no rating that year.

WHAT IF I CHANGE CAMPUSES?

Your career stage, points, and pay go with you. Teacher pay is the same at every Irving ISD campus.

YOUR ROLE · ASME

Academic specialists

Academic specialists have one of three scorecards, whatever the campus's rating: Student Outcomes 60% and T-PESS 40%. Find yours below, by your campus level. The Leader Performance Targets page shows what each measure calculates and where its bar comes from.

PART	WHAT IS MEASURED	HOW IT EARNS POINTS	WEIGHT
Student outcomes	Early childhood: PreK4 CIRCLE growth, PreK3 DCA growth and Circle On Track, each calculated for each of your three campuses and averaged. Elementary and middle: STAAR Domains 1, 2A and 3 and the TIA growth measure. High school: the same, plus TSI.	Rating scale (STAAR scaled scores), success rate, target (Circle On Track)	60%
T-PESS	Your final T-PESS summative in two parts, Domains 2, 4 and 5 and Domains 1 and 3, each compared with the median for assistant/associate principals and academic specialists together.	Rating scale, compared with the median	40%

How your rating affects pay

2026-27 is a data capture year: you receive a scorecard and a rating, but your base pay does not change. Your 2026-27 rating helps set your pay from 2027-28, the first pay year, when no specialist's salary goes down because of IME. Your 2026-27 rating places you for 2027-28: Exemplary or Master at Academic Specialist II, any other rating at Academic Specialist I. From then on, your career stage, Academic Specialist I to III, is built from the points your ratings earn, and the pay for each stage is the same at every campus. If your career stage pays more than your current salary, your pay rises toward it by up to $7,000 a year. If it pays less, you keep your current salary through 2028-29, and in 2029-30 your pay moves to career stage pay. Amounts are on the Pay-at-a-Glance pages (Guidebook Part 3).

Common questions

WHICH SCORECARD IS MINE?

One scorecard for each campus level (early childhood; elementary and middle; high school), whatever the campus's rating. The early childhood academic specialist serves three campuses, and each measure is the average of the three campus results.

DOES A D OR F RATING CHANGE MY STAAR POINTS?

No. On academic specialist scorecards, the STAAR domains are scored on the TEA scaled score in every case.

More details: Guidebook Part 9 (academic specialists), 4.9 (evaluations) and 4.10 (from teacher results to leader results).

YOUR ROLE · APME

Assistant/associate principals

There is one scorecard for each campus level: Early Childhood, Elementary, Middle, and High. Only the student outcome measures change by level. Find yours below, under your campus level. The Leader Performance Targets page shows what each measure calculates and where its bar comes from.

PART	WHAT IS MEASURED	HOW IT EARNS POINTS	WEIGHT
Student outcomes	Campus STAAR growth (Domain 2A) and closing the gaps (Domain 3); growth of the teachers you appraise; academic outcomes specific to your grade band	Rating scale, success rate	30%
T-PESS	Your final T-PESS summative: the average of your five domain averages, compared with the median for all assistant/associate principals.	Rating scale, compared with the median	25%
Instructional leadership	Coaching and feedback: how closely your T-TESS ratings line up with your teachers' student growth, and how consistent T-TESS ratings are at the campus.	Rating validity	20%
Operational effectiveness	Campus attendance (ADA) and Focused Goals: campus, student and teacher goals measured through surveys.	Target, survey	25%

How your rating affects pay

2026-27 is a data capture year: you receive a scorecard and a rating, but your base pay does not change. Your 2026-27 rating helps set your pay from 2027-28, the first pay year, when no assistant principal's salary goes down because of IME. Your 2026-27 rating places you for 2027-28. From then on, your career stage, Assistant Principal I to III, is built from the points your ratings earn. If your career stage pays more than your current salary, your pay rises toward it by up to $7,000 a year. If it pays less, you keep your current salary through 2028-29, and in 2029-30 your pay moves to career stage pay. Amounts by career stage and campus level are on the Pay-at-a-Glance pages (Guidebook Part 3).

Common questions

WHICH TEACHERS COUNT FOR ME?

Teachers whose final T-TESS summative you complete in Aware. If fewer than 10 have a result, you receive the campus value.

WHAT ARE FOCUSED GOALS?

Three goals, for the campus, students and teachers, measured through surveys. Teacher responses are about you as their appraiser or about the campus, depending on your goal. At early childhood campuses, family responses replace student responses. The teacher goal needs responses from at least 5 of the teachers you evaluate.

WHAT IF I MOVE CAMPUSES OR BECOME A PRINCIPAL?

Your scorecard follows the campus level you serve. A new principal moves to the principal scorecard. More details: Guidebook Part 7, 4.10 and Rule 7.

YOUR ROLE · PME

Principals

There are five principal scorecards: two for elementary and middle schools, two for high schools and one for Early Childhood. Your campus's prior-year accountability rating chooses your scorecard: one for A to C campuses and one for D to F. Find yours below, followed by the Leader Performance Targets page.

PART	WHAT IS MEASURED	HOW IT EARNS POINTS	WEIGHT
Student outcomes	Accountability rating; STAAR achievement (Domain 1, A to C scorecards), growth (Domain 2A) and closing the gaps (Domain 3); growth of the campus's teachers. High school adds TSI and industry-based certifications. Early Childhood: CIRCLE growth, Circle On Track and PK3 growth.	Rating scale, success rate, target	50%
Administrator performance	T-PESS (Domains 2, 4 and 5; Domain 1; Domain 3), each compared with the median for all principals; coaching and feedback (how closely T-TESS ratings line up with teachers' student growth, and how consistent they are); campus climate survey; campus attendance.	Rating scale, rating validity, survey, target	50%

How your rating affects pay

Principals are paid by effectiveness level, and 2026-27 is the first pay year: no principal's salary goes down this year. Pay for 2027-28 is set by your 2026-27 rating and can move by no more than one level. From 2028-29, your level comes from the average of your two most recent ratings, so one year does not decide your pay. The salary bands are on Pay-at-a-Glance below (Guidebook 6.4).

Common questions

WHAT IF MY CAMPUS IS RATED D OR F?

If your campus receives a D or F overall accountability rating for the current year, the STAAR domain measures (Domains 1, 2A and 3) earn no points that year, on every elementary, middle, and high school principal scorecard. Last year's rating only decides which scorecard you use. Otherwise, each domain earns points in proportion to its TEA scaled score (a score of 80 earns 80% of the points). Assistant principal and academic specialist scorecards have no zero rule.

WHICH TEACHERS COUNT IN MY GROWTH MEASURE?

Teachers in the District's TIA file for your campus who have a growth result. The measure is the average of the growth result each teacher earns on their own scorecard, with each teacher counted once.

WHAT IS COACHING AND FEEDBACK?

It checks that T-TESS ratings at your campus reflect teachers' actual student growth and are applied consistently. It rewards accurate appraisal, not high ratings.

More details: Guidebook Part 6 (principals), 6.3 (what is measured), Rules 5 and 8 (the two-year average and pay reductions).

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PAY-AT-A-GLANCE

2026-27 amounts. Teachers, academic specialists and assistant principals are paid by career stage, built from the points their annual ratings earn. Principals are paid by effectiveness level. The Board sets the amounts each year; pay changes only through career stage or level pay.

TEACHER CAREER STAGES

Career stage	Certified	Interim	TCS	Points to reach	Also requires
Educator V	**$100,000**	$66,500	$57,000	1,000	Two Exemplary or higher ratings in the last three years
Educator IV	**$87,000**	$64,000	$54,000	750	One Exemplary or higher rating in the last three years
Educator III	**$82,000**	$63,000	$51,000	400	—
Educator II	**$75,000**	$62,000	$48,000	150	—
Educator I	**$67,000**	$61,000	$46,000	30	Entry stage for new hires
Emerging Educator	**$55,030**	$45,000	$40,000	Unsatisfactory 2026-27 rating	Moves to Educator I at 30 points

Points each year: Proficient I 30 · Proficient II 60 · Exemplary 100 · Master 150 · Progressing or Unsatisfactory 0. Up to 10 duty points a year in a year rated Proficient I or higher. Interim and TCS teachers hold the same stages on their own scales; when certified they move to certified pay and keep their points.

HOW CAREER STAGES MOVE

Moving up	At most one career stage a year, only in a year rated Proficient I or higher. The new stage's pay starts the next pay year.
Moving down	One stage after two consecutive years below the floor: below Proficient I for Educator I-III and AP II; below Proficient II for Educator IV-V and AP III.
First placement	In 2027-28: 20 points per creditable year (up to 20 years) plus three times the first rating's points. A Proficient I or II first rating places no higher than Educator II; an Exemplary or Master first rating places no lower than Educator III. APs and academic specialists are placed by their first rating.
New hires	Educator I with 0 points, or Educator II ($75,000) with 150 points with 1+ years and a current TIA designation.
Changing roles	AP or academic specialist to teacher: Educator III with a most recent rating of Proficient I or higher; otherwise Educator II.

ASSISTANT/ASSOCIATE PRINCIPAL STAGES

Career stage	Points	EC and Cardwell	Elem.	Middle	Asst. Singley	High	Assoc. Singley	Assoc. Comp. HS
AP III	300 + one Exemplary	**$93,000**	**$101,000**	**$104,500**	**$107,750**	**$111,000**	**$113,500**	**$116,000**
AP II	100	**$87,000**	**$92,000**	**$95,000**	**$97,500**	**$100,000**	**$102,500**	**$105,000**
AP I	Entry	**$75,000**	**$80,000**	**$86,500**	**$89,750**	**$93,000**	**$95,000**	**$98,000**

Pay follows the campus column you serve; the career stage travels with you. AP III requires one Exemplary or higher rating in the last three years.

ACADEMIC SPECIALIST STAGES

Career stage	Every campus	Points	Also requires
AS III	**$100,000**	300	Two Exemplary or higher ratings in the last three years
AS II	**$87,000**	100	One Exemplary or higher rating in the last three years
AS I	**$82,000**	Entry	—

One pay column at every campus. Placed for 2027-28 by the 2026-27 rating: Exemplary or Master at AS II, any other rating at AS I. Academic specialist to AP: same stage (I to I, II to II, III to III); current pay is held if higher.

PRINCIPAL EFFECTIVENESS LEVELS

Level	Early Childhood	Elementary	Middle	Cardwell	Singley	Irving, MacArthur, Nimitz
Master	**$120,000**	**$130,000**	**$145,000**	**$120,000**	**$152,500**	**$160,000**
Exemplary	**$115,000**	**$125,000**	**$135,000**	**$115,000**	**$142,500**	**$150,000**
Proficient II	**$110,000**	**$120,000**	**$130,000**	**$110,000**	**$135,000**	**$145,000**
Proficient I	**$105,000**	**$115,000**	**$120,000**	**$105,000**	**$125,000**	**$140,000**
Progressing	**$100,000**	**$110,000**	**$115,000**	**$100,000**	**$117,500**	**$130,000**
Unsatisfactory	**$85,000**	**$85,000**	**$95,000**	**$85,000**	**$97,500**	**$100,000**

From 2028-29 the level comes from the average of the two most recent ratings and moves no more than one level a year.

PROTECTIONS DURING THE TRANSITION

Hold harmless, 2027-28 and 2028-29
No teacher, academic specialist or assistant principal is paid less than their salary on July 1, 2026, and a salary above career stage pay is kept for both years.

Increase cap, 2027-28 to 2029-30
Increases are capped at $7,000 a year for every position, so pay steps up toward career stage or level pay.

From 2029-30
Pay is career stage pay. A salary held above it moves to career stage pay that year. From 2030-31 anyone still below it moves up in a single step.

Salaries do not receive all-employee increases; pay changes only through career stage or level pay. Principals are paid the level for their campus column.

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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

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PERFORMANCE TARGETS AT A GLANCE

What each measure on the 14 teacher scorecards calculates, where its bar comes from, and which teachers it applies to. Each card's own pages explain the full method; the point ladders are in the Technical Manual.

Fixed — **Fixed target** Published now. Not changed in the summer review.

The median — **The median** Your result is compared with the median teacher result for your group over the two most recent years, set each summer.

Dept. target — **Department target** Set by the department that owns the measure; can be adjusted after the summer review.

New — **New this year (the median)** No past results. The median is set from 2026-27 results.

Measure	Kind	What it measures	Teachers who use it	Cards
STUDENT OUTCOMES				
Growth measure	Fixed	Percent of your students who meet growth, compared with students who took the same test in the same course type and started at a similar level	Every teacher with a growth test: classroom, GT, case managers, interventionists, specials, dyslexia, AVID, PreK and FND/FNDAL	C01–C12
EOY MAP achievement	The median	Percent of spring MAP results at or above the 41st percentile (GT: 81st; case managers: stay on track or climb; interventionists: reach the 15th)	K-2 Math and Reading · K-2 GT Enrichment · K-2 Level Up caseloads · K-8 interventionists	C01–C02
STAAR performance	The median	First-time testers. Transition Table score from 0 to 1 for tests with a prior-year STAAR; percent at Meets or Approaches, by test and course type, where there is none	3-8 Math and Reading · 3-5 GT Enrichment · Science 5 and 8 · Social Studies 8 · Algebra I, English I-II, Biology, U.S. History · Reading I-II · SPED case managers (STAAR-tested)	C03
AP score	The median	Percent of AP students who meet the enrollment and attendance requirements and score 3 or higher, pooled over your two most recent years	AP course teachers	C04
Ensemble rating	Dept. target	Final UIL Concert and Sight-Reading ratings, converted to points and averaged	Directors and co-directors of rated band, choir and orchestra ensembles	C06
MTA kit mastery	Dept. target	Percent of expected MTA kits your students master (two per student; 80% or higher on the end-of-kit assessment)	K-5 and 9-12 dyslexia (Level Up) · 6-8 Multisensory Reading	C07
On track and met TSI	The median	AVID 1-2: on track in reading on spring MAP. AVID 3-4: TSI met without counting a College Prep course	9-12 AVID	C08
Circle On Track	The median	Percent of PreK4 students' end-of-year CIRCLE results On Track (Math, Rapid Letter Naming, Rapid Vocabulary)	PreK4 Math and Reading	C09
District benchmark · ECSE DCA	New	Percent of end-of-year results at or above the district cut. PreK3: District assessment (DCA), pooled across subtests. P3 and PK FND/FNDAL: ECSE DCA, math and literacy pooled	PreK3 Math and Reading · P3 and PK FND/FNDAL	C10
STAAR Alternate 2	Fixed	Transition score from 0 to 1 on STAAR Alternate 2 Reading and Math	3-8 FND/FNDAL Math and Reading · high school FND/FNDAL case managers	C12
Teacher-specific climate survey	New	Percent positive on six questions SRC students answer about you three times a year	SRC teachers	C13
TELPAS reading	Fixed	Percent of emergent bilingual students at Intermediate or above: 30% against state performance levels, 70% compared with teachers of similar classes (grade 2: comparison only)	Teachers of emergent bilingual students, grade 2 and up	C02–C08
T-TESS / TEACHER PERFORMANCE				
T-TESS Domains 2-3	Fixed	Average of every Domain 2 and 3 dimension rating on your summative, compared with fixed targets aligned with the state's TIA observation standards	Every teacher	All
T-TESS Domain 1	The median	Average of your Domain 1 summative ratings; one median for all teachers	Every teacher	All
CULTURE AND CLIMATE				
Teacher attendance	Fixed	Days absent during the school year; Human Resources determines which absences count	Every teacher	All
T-TESS Domain 4	The median	Average of your Domain 4 summative ratings; one median for all teachers	Every teacher	All
Student or family survey	New	Percent positive (Sometimes, Almost always or Always) on six questions students or families answer about you	Every teacher except SRC: families for PreK-2 and FND/FNDAL, students for grades 3-12	All but C13
Student attendance	Dept. target	Campus final average daily attendance, from the PEIMS summer report	Every teacher except SRC	All but C13
SRC student attendance	Dept. target	Days present ÷ days enrolled for SRC students while assigned to the SRC	SRC teachers	C13
Campus growth and reflection	New	SRC campus form; every SRC teacher receives the same result	SRC teachers	C13
PK environmental checklist	Dept. target	Classroom total score on the Early Childhood PK Environmental Checklist rubric, placed in one of five bands	PreK3 and PreK4 teachers	C09–C10

The median is the middle result among teachers with the same measure and course type over the two most recent years (more years of results when a group is small), recalculated each year. A result at the median earns half of the points; 5 points above or below earns 75 or 25 percent, and 10 points above or below earns 100 or 10 percent. Medians shown before the summer review are guidance only. Your share of the points × the points the measure carries on your card = your points.

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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.

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LEADER PERFORMANCE TARGETS AT A GLANCE

What each measure on the 12 academic specialist, assistant principal and principal scorecards calculates, where its bar comes from, and which leaders it applies to. Each card's own pages explain the full method; the point ladders are in the Technical Manual.

Fixed — **Fixed target** Published now. Never changed in the summer review.

Set ladder — **Set ladder** Published now. Checked in the summer fairness review.

The median — **The median** Compared with the median for everyone in the role, recalculated each year.

Dept. target — **Department target** Set by the department that owns the measure; can be adjusted after the summer review.

New — **New this year** First year scored on this survey. Checked after spring 2027 results.

Measure	Kind	What it measures	Leaders who use it	Cards
CAMPUS STUDENT OUTCOMES				
Accountability rating	Set ladder	Campus overall A–F rating from TEA; A, B and C earn points, D or F earns 0	Elementary, middle and high school principals	P2–P5
STAAR Domain 1	Set ladder	TEA Student Achievement scaled score, 0 to 100. Points = scaled score ÷ 100 × the measure's points; principals earn 0 if the campus is rated D or F this year	Principals (A–C cards) · academic specialists (no D/F rule)	P2, P4, S2–S3
STAAR Domain 2A	Set ladder	TEA Academic Growth scaled score, 0 to 100, scored the same way as Domain 1	Elementary, middle and high school principals, APs and academic specialists	P2–P5, A2–A4, S2–S3
STAAR Domain 3	Set ladder	TEA Closing the Gaps scaled score, 0 to 100, scored the same way as Domain 1	Elementary, middle and high school principals, APs and academic specialists	P2–P5, A2–A4, S2–S3
TIA growth measure	Fixed	Average of the growth % teachers earn on their own scorecards (principals and academic specialists: campus teachers in the TIA file; APs: the teachers you appraise, or the campus average if fewer than 10)	Elementary, middle and high school principals and academic specialists · all APs	P2–P5, S2–S3, A1–A4
PreK4 CIRCLE · PreK3 DCA growth	Fixed	Average of the CIRCLE (PreK4) or DCA (PreK3) growth % teachers earn on their own scorecards; academic specialist: average of three campuses	Early childhood principals and the early childhood academic specialist	P1, S1
Circle On Track	Fixed	Campus percent of PreK4 end-of-year CIRCLE results On Track (Math, Rapid Vocabulary, Rapid Letter Naming), compared with the Circle On Track target; academic specialist: average of three campuses	Early childhood principals and the early childhood academic specialist	P1, S1
TSI	Dept. target	Percent of the campus's graduates who met TSI without counting a College Prep course	High school principals, APs and academic specialists (including Singley and Cardwell)	P4–P5, A4, S3
IBCs	Dept. target	Percent of the campus's graduates who earned at least one industry-based certification	High school principals	P4–P5
LEADER APPRAISAL (T-PESS)				
T-PESS Domains 2, 4, 5	The median	Average of your Domain 2, 4 and 5 averages on your final T-PESS summative	Principals (one median for all principals) · academic specialists (one median for APs and academic specialists together)	P1–P5, S1–S3
T-PESS Domain 1	The median	Domain 1 average on your final T-PESS summative	All principals	P1–P5
T-PESS Domain 3	The median	Domain 3 average on your final T-PESS summative	All principals	P1–P5
T-PESS Domains 1 and 3	The median	Average of your Domain 1 and Domain 3 averages; one median for APs and academic specialists together	Academic specialists	S1–S3
T-PESS, all domains (APs)	The median	Average of all five domain averages; one median for all assistant and associate principals	All APs	A1–A4
INSTRUCTIONAL LEADERSHIP AND COACHING				
Coaching: TIA correlation	Fixed	How closely teachers' T-TESS ratings line up with their students' growth (r, from −1 to 1). Higher is better	All principals and APs	P1–P5, A1–A4
Coaching: T-TESS reliability	Fixed	Whether campus T-TESS ratings are consistent across the kinds of classes teachers teach (effect size). Lower is better	All principals and APs	P1–P5, A1–A4
OPERATIONS AND CULTURE				
Campus climate survey	New	Average percent of neutral or positive answers (Sometimes, Almost always or Always) from students, teachers and families	All principals	P1–P5
Student attendance (ADA)	Dept. target	Campus final average daily attendance, from the PEIMS summer report	All principals and APs (Cardwell has its own levels)	P1–P5, A1–A4
Focused Goals (APs)	New	Three climate-survey goals (campus, student, teacher), each compared with the campus's result on the same goal last year	All APs	A1–A4

Medians and target values are published in the Technical Manual; numbers shown before the summer review are guidance only. Your share of the points × the points the measure carries on your card = your points.