Principal Strategic Compensation System Guidebook

Irving ISD 2025-2026

Updated 09.11.2026

INTRODUCTION

In alignment with Irving ISD's core values and commitment to a high-performance culture, the District is launching a performance-based compensation system designed to recognize and reward excellence in leadership. This system places student learning and instructional impact at the center of our compensation philosophy. Beginning with the 2026–2027 school year, a principal's base salary will be determined by demonstrated effectiveness rather than tenure, ensuring that outstanding performance is recognized in meaningful and sustainable ways.

This guidebook serves as your roadmap. Inside, you will find clear and practical information about how the Strategic Compensation System works, how Effectiveness Levels are determined, and what those designations mean for salary and long-term career growth in Irving ISD. While this is not an exhaustive policy document, it provides a reliable starting point for understanding the process. As implementation continues, updates will be provided to reflect new guidance, additional resources, and feedback from principals and stakeholders.

STRATEGIC COMPENSATION: AT A GLANCE

Beginning in the 2025–2026 school year, all Irving ISD principals will transition to the District's new Strategic Compensation Plan. This model is designed to recognize and reward excellence in campus leadership by directly connecting base salaries to demonstrated effectiveness. In doing so, the District ensures that outstanding performance is acknowledged in a clear, measurable, and sustainable way.

The 2025–2026 school year will serve as a transition and data capture year. During this time, effectiveness data will be collected and validated to ensure accuracy in the system. Salary adjustments based on Effectiveness Levels will take effect in the 2026–2027 school year.

IMPLEMENTATION: Strategic Compensation System

DATA CAPTURE YEAR: SY 2025-2026

During the 2025–2026 school year, principal compensation will continue to follow the District's existing salary structure. At the same time, all principals will receive an effectiveness level rating that establishes their corresponding Effectiveness Level under the new Strategic Compensation System.

It is important to note that T-PESS will remain the official appraisal instrument for principals. What is new is the transition to a compensation model that incorporates T-PESS results as a key component.

The effectiveness level rating earned in 2025–2026 will determine each principal's compensation placement for the 2026–2027 school year. This will be the only year in which a single year of evaluation data is used to determine the Effectiveness Level for salary purposes. In future years, Effectiveness Levels will be calculated using the two-year average of the most recent evaluation years.

IMPLEMENTATION YEAR 1: SY 2026-2027

In the 2026–2027 school year, all principals will be "held harmless" to the 2025–2026 Traditional Salary Schedule. This means that each principal's salary for 2026–2027 will be no less than the amount they received—or would have received—on the Traditional Salary Schedule based on their years of experience as of July 1, 2025.

While salaries will not be reduced, principals may see an increase in 2026–2027 based on their assigned Effectiveness Level. In other words, this first year of implementation guarantees salary protection while also allowing principals to benefit from the Strategic Compensation System.

This process—designed to provide stability and consistency in compensation placement—will be explained in greater detail in the Effectiveness Level Calculations section later in this handbook.

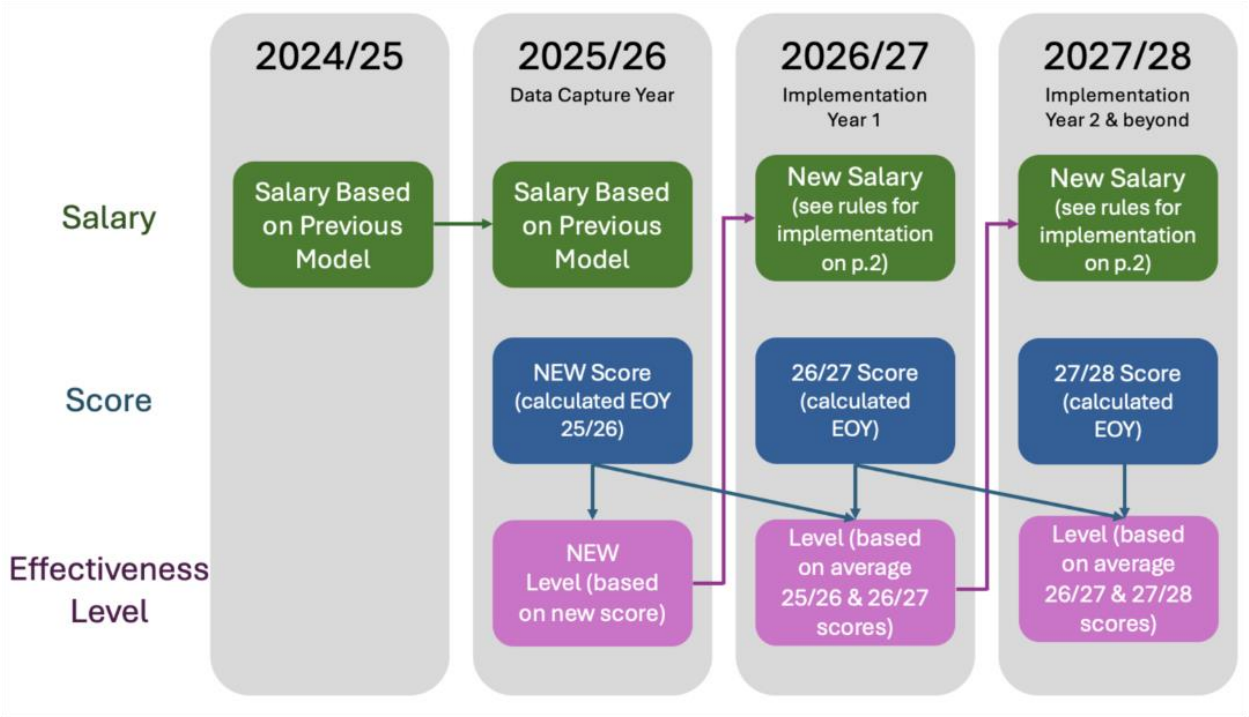
IMPLEMENTATION YEAR 2 AND BEYOND

Beginning in the 2027–2028 school year, returning principals who received evaluation ratings in both 2025–2026 and 2026–2027 will have their compensation determined by the two-year average of their evaluation ratings. Each year after Year 2, a principal's Effectiveness Level will be calculated using the two most recent evaluation ratings. This average establishes the Effectiveness Level, which directly determines salary placement for the year.

It is important to note that a single year's evaluation rating will not determine salary placement in future years. Instead, the two-year average creates a more stable and consistent measure of effectiveness.

Each year, returning principals will receive a salary placeholder based on their current salary until evaluation results are finalized in the summer. Once results are available and the two-year average is calculated:

- Principals who **improve by one Effectiveness Level** will receive the corresponding salary increase during the **current school year**.
- Principals who **decrease by one Effectiveness Level** will receive the corresponding salary adjustment in the **subsequent school year**.
- Principals may improve or decrease no more than one Effectiveness Level per year.



UNDERSTANDING PERFORMANCE-BASED COMPENSATION

HOW YOUR PAY IS DETERMINED

SALARY BANDS

Irving ISD's Principal Strategic Compensation System is designed to directly link compensation to leadership effectiveness. Each principal will be placed into a salary band that corresponds with their assigned Effectiveness Level.

The table below outlines the Strategic Compensation salary structure, which establishes clear alignment between demonstrated performance and annual base pay. This model ensures that compensation is meaningful, measurable, and tied to results.

Principal Strategic Compensation				
Effectiveness Level	**Special Programs**	**Elementary**	**Middle/Singley**	**High**
Unsatisfactory	$85,000	$85,000	$95,000	$100,000
Progressing	$100,000	$110,000	$115,000	$130,000
Proficient I	$105,000	$115,000	$120,000	$140,000
Proficient II	$110,000	$120,000	$130,000	$145,000
Exemplary	$115,000	$125,000	$135,000	$150,000
Master	$120,000	$130,000	$145,000	$160,000

CAMPUS CLASSIFICATION

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

Campus	Classification	Campus	Classification
B. CARDWELL CAREER PREP	Special Programs	SCHULZE ELEMENTARY	Elementary
CLIFTON EARLY CHILDHOOD	Special Programs	STIPES ELEMENTARY	Elementary
KINKEADE EARLY CHILDHOOD	Special Programs	T. HALEY ELEMENTARY	Elementary
PIERCE EARLY CHILDHOOD	Special Programs	TOWNLEY ELEMENTARY	Elementary
BARTON ELEMENTARY	Elementary	TOWNSELL ELEMENTARY	Elementary
BRANDENBURG ELEMENTARY	Elementary	AUSTIN MS	Middle/Singley
BROWN ELEMENTARY	Elementary	BOWIE MS	Middle/Singley
FARINE ELEMENTARY	Elementary	CROCKETT MS	Middle/Singley
FM GILBERT ELEMENTARY	Elementary	DEZAVALA MS	Middle/Singley
GOOD ELEMENTARY	Elementary	HOUSTON MS	Middle/Singley
HANES ELEMENTARY	Elementary	LAMAR MS	Middle/Singley
J. HALEY ELEMENTARY	Elementary	LB JOHNSON MS	Middle/Singley
JO DAVIS ELEMENTARY	Elementary	TRAVIS MS	Middle/Singley
JOHNSTON ELEMENTARY	Elementary	JACK E. SINGLEY ACADEMY	Middle/Singley
KEYES ELEMENTARY	Elementary	IRVING HS	High
LEE ELEMENTARY	Elementary	MACARTHUR HS	High
LIVELY ELEMENTARY	Elementary	NIMITZ HS	High

STRATEGIC COMPENSATION EFFECTIVENESS LEVEL CALCULATION

UNDERSTANDING THE SCORING SYSTEM

Irving ISD's Principal Measures of Effectiveness Framework uses three different scoring approaches designed to fairly evaluate different types of performance measures.

PROPORTIONAL SCORING

Proportional scoring directly converts your performance score into component points. Your score is converted to a percentage, then multiplied by the component weight to determine your final points.

- Used for: T-PESS, STAAR, and LIT Rubric
- T-PESS Example: Average T-PESS score of 2.77 out of 5 possible = 2.77 ÷ 5 = 0.554 × 20 = 11.08 out of 20 possible points.

- STAAR Example: Domain 3 score of 75 out of 100 possible = 75 ÷ 100 = 0.75 × 15 = 11.25 out of 15 possible points.

TIERED ACHIEVEMENT SCORING

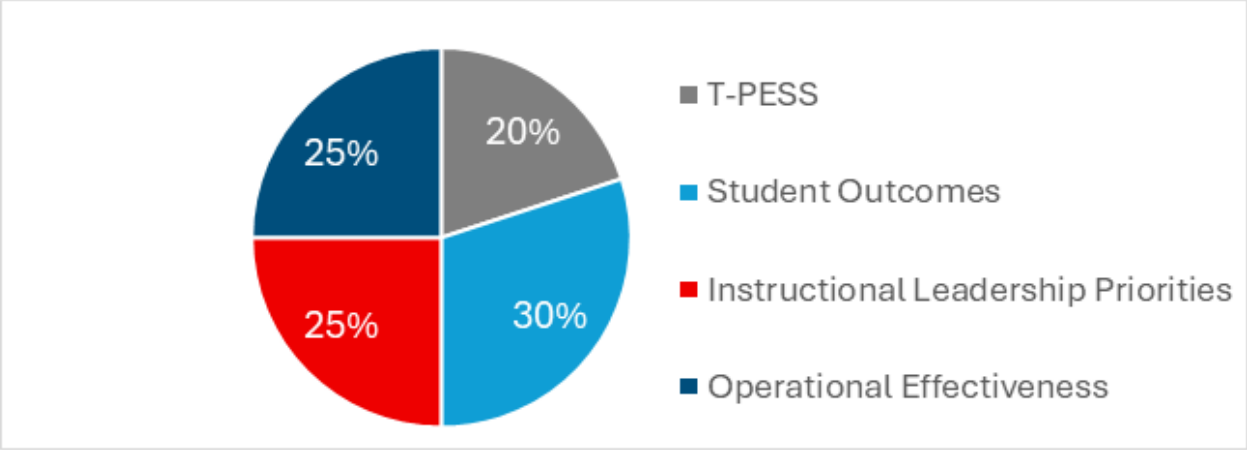
Tiered achievement creates performance bands with predetermined point allocations. Irving ISD establishes its own local performance bands based on district data rather than using national norms. Performance is measured in standard deviation bands above the district average.

- Used for: NWEA MAP & Circle growth measures
- Irving ISD's Performance Bands
    - 0-1 standard deviations = 3 points (Must be above 0)
    - 1-2 standard deviations = 4 points
    - 2+ standard deviations = 5 points

TARGET PLUS STRETCH GOALS SCORING

This approach establishes a baseline expectation with additional recognition for exceeding targets. You earn base points for meeting the fundamental goal, with bonus points available for exceeding expectations.

- Used for: TSI performance, Attendance rates, Circle Performance, and other operational metrics
- Example: Campus attendance goal of 95%:
    - Did not meet goal: 0 points
    - Met goal: 5 points
    - 0.5% above goal: 7.5 points
    - 1% above goal: 10 points



COMPONENT MEASURES

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
T-PESS	T-PESS (All Domains)	20	20	20	20
Student Outcomes	STAAR	0	15	20	15
	NWEA MAP Math (K-10)	0	5	5	5
	NWEA MAP Reading (3-10)	0	5	5	5
	Circle	30	5	0	0
	TSI	0	0	0	5
Instructional Leadership Priorities	High Quality Instruction	15	15	15	15
	Observation and Feedback	10	10	10	10
Operational Effectiveness	Attendance	10	10	10	10
	Family Engagement	5	5	5	5
	Teacher Effectiveness	5	5	5	5
	Culture and Climate	5	5	5	5

T-PESS COMPONENT MEASURES

Twenty percent of a principal's effectiveness level rating is determined by performance on the Texas Principal Evaluation Support System (T-PESS). All campuses will be evaluated on the following:

1. T-PESS (20 points):
   This measure is based on the T-PESS evaluation across all five domains (20 dimensions total). The average T-PESS score across all domains is applied proportionally to total points.
   - Calculation: (Average T-PESS score ÷ 5) × 20 points

Throughout the year, principals will engage in a series of performance checkpoints aligned to the T-PESS appraisal process. These checkpoints provide opportunities for feedback, reflection, and alignment with district expectations.

Because the **T-PESS appraisal calendar** is a living document that may be updated as needed, the most current version will always be available online. Principals should reference the calendar regularly to stay informed of timelines, deadlines, and key milestones in the evaluation process.

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
T-PESS	T-PESS (All Domains)	20	20	20	20

STUDENT OUTCOME COMPONENT MEASURES

Thirty percent of a principal's effectiveness level rating is tied to multiple measures of student achievement at the campus level. The measures for each campus type are as follows:

Early Childhood Schools

1. Circle Growth (15 points):
   This measure is determined by the campus score on selected Circle dimensions (Math & Rapid Letter Naming & Rapid Vocabulary Total) using total growth across these areas. Performance tiers are based on standard deviation bands:
   - 0-1 standard deviation = 10 points
   - 1-2 standard deviation = 12.5 points
   - 2+ standard deviation = 15 points

   Circle Performance (15 points):
   This measure is determined by the overall campus average of students "On Track" on selected Circle dimensions (Math & Rapid Letter Naming & Rapid Vocabulary Total). Performance tiers are as follows:
   - Did not meet 70% On Track: 0 points
   - Met 70% On Track: 10 points
   - Met 80% On Track: 12.5 points
   - Met 90% On Track: 15 points

Elementary Schools

1. STAAR (15 points):
   This measure is determined by the campus's score on Domain 3 of the State Accountability system. The numerical score for Domain 3 is applied to 15 points (e.g., a score of 75 for Domain 3 would equal 11.25 points, or 75% of the total 15 points).

2. NWEA MAP (10 points):
   This measure is determined by the campus average NWEA MAP Conditional Growth Index score. Five points are assigned to Math, and 5 points are assigned to Reading. The CGI score must be 0 or higher to receive any points. Performance tiers are based on standard deviation bands:
   - 0-1 standard deviation = 3 points
   - 1-2 standard deviation = 4 points
   - 2+ standard deviation = 5 points

Growth is measured from BOY to EOY as a standard operating procedure. However, when a student is enrolled by snapshot, but after BOY, that particular measure will be calculated by looking at growth from MOY to EOY.

3. Circle (5 points):
   This measure is determined by the campus score on selected Circle dimensions (Math & Rapid Letter Naming & Rapid Vocabulary Total) using total growth across these areas. Performance tiers are based on standard deviation bands:
   - 0-1 standard deviation = 3 points
   - 1-2 standard deviation = 4 points
   - 2+ standard deviation = 5 points

Middle Schools

1. STAAR (20 points):
   This measure is determined by the campus's score on Domain 3 of the State Accountability system. The numerical score for Domain 3 is applied to 20 points (e.g., a score of 75 for Domain 3 would equal 15 points, or 75% of the total 20 points).

2. NWEA MAP (10 points):
   This measure is determined by the campus average NWEA MAP Conditional Growth Index score. Five points are assigned to Math, and 5 points are assigned to Reading. The CGI score must be 0 or higher to receive any points. Performance tiers are based on standard deviation bands:
   - 0-1 standard deviation = 3 points
   - 1-2 standard deviation = 4 points
   - 2+ standard deviation = 5 points

   Growth is measured from BOY to EOY as a standard operating procedure. However, when a student is enrolled by snapshot, but after BOY, that particular measure will be calculated by looking at growth from MOY to EOY.

High Schools

1. STAAR (15 points):
   This measure is determined by the campus's score on Domain 3 of the State Accountability system. The numerical score for Domain 3 is applied to 15 points (e.g., a score of 75 for Domain 3 would equal 11.25 points, or 75% of the total 15 points).

2. NWEA MAP (10 points):
   This measure is determined by the campus average NWEA MAP Conditional Growth Index score. Five points are assigned to Math, and 5 points are assigned to Reading. The CGI score must be 0 or higher to receive any points. Performance tiers are based on standard deviation bands:
   - 0-1 standard deviation = 3 points
   - 1-2 standard deviation = 4 points
   - 2+ standard deviation = 5 points

   Growth is measured from BOY to EOY as a standard operating procedure. However, when a student is enrolled by snapshot, but after BOY, that particular measure will be calculated by looking at growth from MOY to EOY.

3. TSI (5 points):
   This measure is determined by the campus's TSI Met ELA/Math score (without College Prep) in relation to the district goal. Performance tiers are as follows:
   - Did not meet goal: 0 points
   - Met goal (20%): 3 points
   - 5% above goal: 4 points
   - 10%+ above goal: 5 points

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
Student Outcomes	STAAR	0	15	20	15
	NWEA MAP Math (K-10)	0	5	5	5
	NWEA MAP Reading (3-10)	0	5	5	5
	Circle	30	5	0	0
	TSI	0	0	0	5

INSTRUCTIONAL LEADERSHIP PRIORITIES COMPONENT MEASURES

Twenty-five percent of a principal's effectiveness level rating is determined by performance on Irving ISD Instructional Leadership Priorities. All campuses will be evaluated on the following:

1. High Quality Instruction (15 points):
   This measure is based on the LIT rubric. The highest of fall or spring LIT rubric score across all evaluated dimensions is applied proportionally to total points.
   - Calculation: Average LIT rubric score ÷ maximum possible score × 15 points

2. Observation and Feedback (10 points):
   This measure is based on completion of required T-TESS Walkthrough observations. Each teacher must receive 4 formal observations during the evaluation period. Performance tiers are based on the percentage of required teacher observations completed:
   - <80% of observations completed: 0 points
   - 80%-89% of observations completed: 5 points
   - 90%-94% of observations completed: 7.5 points
   - 95% or more observations completed: 10 points

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
Instructional Leadership Priorities	High Quality Instruction	15	15	15	15
	Observation and Feedback	10	10	10	10

OPERATIONAL EFFECTIVENESS COMPONENT MEASURES

The final twenty-five percent of a principal's effectiveness level rating is dependent upon operational effectiveness. This component includes attendance, family engagement, teacher effectiveness, and culture and climate.

1. Attendance (10 points)
   Attendance is measured by the end-of-year student average daily attendance.
   PME Baseline Attendance Goals

   - Early Childhood: 92.8%
   - Elementary: 95.2%
   - Middle School: 94.9%
   - High School Comprehensive: 93.2%
   - Singley: 95.4%
   - Cardwell: 86.2%

   Performance tiers are based on the proximity to the campus goal.
   - Did not meet goal: 0 points
   - Met goal: 5 points
   - 0.5% above goal: 7.5 points
   - 1% above goal: 10 points

2. Family Engagement (5 points)
   Family engagement is determined by an event point accumulation system that rewards schools for hosting events reaching different portions of their campus community. Events are weighted based on participation levels, with performance tiers based on campus goals.

   Event Point Values:
   - Events reaching <30% of campus families: 0.25 points per event
   - Events reaching 30-50% of campus families: 0.50 points per event
   - Events reaching >50% of campus families: 1.0 point per event

   Performance Tiers:
   - Did not meet goal (fewer than 5 points): 0 points
   - Met goal (5 points accumulated): 3 points
   - Exceeded goal (6 points accumulated): 4 points
   - Significantly exceeded goal (7+ points accumulated): 5 points

3. Teacher Effectiveness (5 points)
   This measure is determined by the TTESS to NWEA MAP Growth Correlation. A positive correlation indicates that the principal's evaluation ratings accurately distinguish between more and less effective teachers – those rated higher produce stronger student growth while those rated lower produce weaker growth. Performance tiers are based on the correlation coefficient (R-value):
   - <0.16: 0 points
   - 0.16-0.20: 3 points
   - 0.21-0.24: 4 points
   - 0.25 or above: 5 points
4. Staff and Student Survey (5 points)
   The school's culture and climate score is determined by student and staff participation on student and staff surveys. Performance tiers are as follows:
   - <70% survey completion: 0 points
   - 70%-79% survey completion: 3 points
   - 80%-89% survey completion: 4 points
   - 90%-100% survey completion: 5 points

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
	Attendance	10	10	10	10

Operational Effectiveness	Family Engagement	5	5	5	5
	Teacher Effectiveness	5	5	5	5
	Culture and Climate	5	5	5	5

EFFECTIVENESS LEVEL SCORE RANGES

The final effectiveness rating is determined by adding up all points earned across all four evaluation components, totaling 100 possible points: T-PESS (20 points), Student Outcomes (30 points), Instructional Leadership Priorities (25 points), and Operational Effectiveness (25 points). The cut points vary slightly by school type to account for the different challenges faced by principals of early childhood, elementary, middle, and high schools.

Evaluation Score Ranges				
Effectiveness Level	**Early Childhood**	**Elementary**	**Middle**	**High**
Unsatisfactory	<33	<30	<28	<28
Progressing	33-46	30-47	28-44	28-47
Proficient I	47-66	48-68	45-64	48-68
Proficient II	67-77	69-77	65-74	69-78
Exemplary	78-88	78-89	75-84	79-89
Master	89-100	90-100	85-100	90-100

Note: Cut points are evaluated annually to ensure the ranges remain accurate and appropriately challenging while maintaining consistent expectations for leadership effectiveness.

EFFECTIVENESS LEVEL CALCULATION RULES

For the 2025–2026 evaluation year, a principal whose campus receives a final state accountability rating of D or F shall have their evaluation score limited to the highest score within the Progressing range for the applicable campus type. Notwithstanding this limitation, no principal shall receive less than their 2025–2026 annual base salary for the 2026–2027 school year, consistent with the Hold Harmless Guarantee described in this guidebook.

TWO-YEAR AVERAGE

Beginning with the 2027–2028 pay year, each principal's Effectiveness Level will be determined by a rolling two-year average of their most recent evaluation ratings. This approach ensures greater stability and consistency in compensation placement by balancing year-to-year performance with sustained leadership effectiveness.

2-Year Average Calculation Example

Pay Year	Scores Used (Example)	2-Year Average Calculation	Score Used for Effectiveness Level Calculation
2026-2027	2025–26 (40)	N/A	40
2027–2028	2025–26 (40) + 2026–27 (50)	(40 + 50) ÷ 2	45

ANNUAL INCREASE AND DECREASE RULES

Principals may move up or down **one** Effectiveness Level per year. If a principal's two-year average indicates a change of more than one level, the adjustment will be limited to a single level movement in that year.

For the 2025-2026 school year, a principal who transitions to a campus configuration assigned to a higher pay band will retain the effectiveness level earned under the principal's prior campus configuration. The principal's salary for 2026-2027 will be determined by applying that effectiveness level earned in 2025-2026 to the pay band associated with the new campus configuration. Any salary increase resulting from the transition to the higher pay band will be limited to a maximum of $10,000.

NEW PRINCIPALS

With Prior Principal Experience

New principals entering Irving ISD with at least one full year of credible experience will receive, for their first year, either their prior district salary or the market midpoint, whichever is more appropriate as determined by the District. Beginning in their second year, compensation will be based on their assigned Effectiveness Level.

Without Prior Principal Experience

New principals with no previous principal experience will begin at the Progressing Effectiveness Level compensation band. Beginning in their second year, compensation will be determined by their assigned Effectiveness Level.

EXTENDED LEAVE AND LATE HIRES

Extended Leave

If a principal is on approved leave for 90 days or more, their effectiveness rating for that year will be voided. Their compensation will remain unchanged, and that year will not be included in their

two-year average calculation. The interim principal serving in their place will be eligible for additional compensation based on their assigned Effectiveness Level.

Late Hires

New principals hired with fewer than 90 days remaining in the school year will not receive an Effectiveness Level rating for that year. Their compensation will carry forward until the following year, when they are fully evaluated.

PERFORMANCE-BASED COMPENSATION SYSTEM SCENARIO

Vanessa is a high school principal with five years of experience. Her current compensation is $135,000.

As the District prepares to launch the Strategic Compensation System, Vanessa has been following updates closely. In a recent meeting, she heard that beginning in the 2026–2027 school year, principal salaries will be adjusted based on evaluation ratings that determine each principal's Effectiveness Level. She also heard that, in some cases, the new system could result in salaries lower than a principal's 2025–2026 base compensation.

When Vanessa reviews the District's Hold Harmless Guarantee, however, she sees that principals will be protected at their SY 2025–2026 Traditional Salary Schedule pay amount for the first year of implementation. This leads her to question her earlier understanding and seek clarification.

Resolution

Vanessa learns that the Hold Harmless Guarantee ensures no principal will earn less in 2026–2027 than they would have under the 2025–2026 Traditional Salary Schedule. In her case, this means her salary will remain at least $135,000. If her Effectiveness Level qualifies her for a higher placement, she will receive the increase; if it qualifies her for a lower placement, her salary will remain protected at $135,000 for that year.

YEAR	CURRENT YEAR COMPENSATION	EOY EVAL RATING	2-YR AVERAGE	EFFECTIVENESS LEVEL *(Determines Next Year's Compensation)*
2025-2026	(same as step-and-ladder pay)	55	N/A	Progressing
2026-27	25-26 pay (held harmless)	65	(55+65) / 2 = **60**	Proficient I
2027-28	**$140,000**	67	(65+67) / 2 = **66**	Proficient I

2028-29	$140,000	71	(67+71) / 2 = **69**	Proficient II
2029-30	**$145,000**	75	(71+75) /2 = **73**	Proficient II
2030-31	$145,000	65	(75+65) / 2 = **70**	Proficient II
2031-32	$145,000	75	(65+75) /2 = **70**	Proficient II
2032-33	$145,000	83	(75+83) / 2 = 79	Exemplary
2033-34	**$150,000**	87	(83+87) / 2 = **85**	Exemplary

EXAMPLE Q&A

1. **Q: Does the "hold harmless" guarantee protect Vanessa's salary from being reduced below her SY 2025–2026 base salary in SY 2026–2027?**
    a. Yes. Vanessa will not earn less than her SY 2025–2026 salary of **$135,000** in SY 2026–2027. Even though her Effectiveness Level was "Progressing," which corresponds to a salary of **$130,000** for high school principals, her salary was protected by the Hold Harmless Guarantee and therefore did not decrease.

2. **Q: Vanessa received an evaluation rating of 65 in SY 2030–2031. Why did she not receive a salary decrease in the following school year (SY 2031–2032)?**
    a. Because Effectiveness Levels after Year 2 are based on a **two-year rolling average.** Vanessa's ratings of 75 in SY 2029–2030 and 65 in SY 2030–2031 produced an average of **70,** which is equivalent to a **Proficient II Effectiveness Level.** As a result, her salary placement remained aligned with that Effectiveness Level, rather than being determined by the single-year rating of 65.

3. **Q: If a principal is hired with fewer than 90 days remaining in the school year, will they receive an Effectiveness Level rating for that year?**
    a. A: No. Principals hired with fewer than 90 instructional days remaining will not receive an Effectiveness Level rating for that year. Their compensation will remain unchanged until their first full year of evaluation, at which point their salary will be based on their assigned Effectiveness Level.

4. **Q: What happens if a principal is on approved extended leave for more than 90 days?**
    a. A: If a principal is on extended, approved leave for 90 days or more, their evaluation rating for that year will be voided and excluded from the two-year average. Their

compensation will remain the same, and the interim principal serving in their place may be eligible for compensation based on their own Effectiveness Level.