



2024-2025 Executive Director Excellence Initiative (DEI) Guidebook

08/16/2024



What is the Executive Director Excellence Initiative (EDEI)?

EDEI is an integrated system for how Dallas ISD defines, supports, and rewards excellence for principal supervisors in the District.

- **Defining Excellence** A vision for great school leadership enabled us to establish clear expectations for the ED through a fair, accurate, and rigorous evaluation system. We have worked to ensure that all evaluation components are research-based and rigorous.
- **Supporting Excellence** A robust evaluation system provides us with specific data to differentiate professional learning opportunities tailored to each ED's individual needs. In addition to the ongoing feedback that EDs receive as part of the evaluation system, we continue to expand professional learning opportunities for leaders at every stage of their career.
- **Rewarding Excellence** Retaining effective EDs is essential to effective schools. We have designed a compensation system that rewards leaders of all school levels and school types based on their overall effectiveness. Having a system that recognizes and rewards our best leaders improves the quality of instruction for all students in our schools.



PerformanceCheck Points

As outlined below, EPP performance will be gauged on the PPR annually in a phased evaluation cycle designed to provide ongoing performance feedback on individual performance and student growth.

Check Point	Timeframe	Key Outcomes	Required Steps in Cornerstone
Check Point 1	September 3 – October 4	Associate Superintendent/Deputy Superintendent	Implement T Q d 23 d



2. Improving Principal Effectiveness (5)

This measure assesses the overall improvement in evaluation scores of principals supervised by the ED. The metric is the "principal effectiveness score." The score is the average difference between standardized evaluation scores from the current (latest) year and the previous year. Points are awarded for improving principal effectiveness.

3. Congruence between performance and achievement (5 pts)

Without careful planning, principal summative evaluations will become inflated over time, making it harder to accurately assess staff effectiveness and the ability to build capacity. One way to assess true capacity building versus evaluation inflation is to summate scores with achievement results.

Achievement Component Measures

Thirty-five percent of a ED evaluation is tied to multiple measures of student achievement. These include state assessment (AAR) results, district assessment (AP) results, NWEA MAP Growth achievement gap statistics, college-ready rates (for high schools only), and other achievement metrics.



2. School MAP* Growth (5 points)

Similar to VT STAAR, the MAP measure is determined by statistics generated for all MAP MOY and EOY (G1 and 2 only) assessments at the campus.

The ED's score is based on the best of three ACP metrics:

1. Percentage of all tests with scores at “passing” standard (“status metric”)
2. Relative growth measurement (SEI)
3. Percentage of students exceeding the District average score within their “academic peer groups”

3. School Achievement Gap (5 points)

The School Achievement Gap measure is designed to reward a decrease in STAAR reading and mathematics achievement gap between the school's results from African American and Hispanic students and the state's results from white students. Points are awarded using a “gap statistic” with points maximized for campuses that decrease the gap.

