



# 2024-2025 Executive Director Excellence Initiative EDEI) Guidebook



#### What is the Executive Directo Excellence Initiative (HD)?

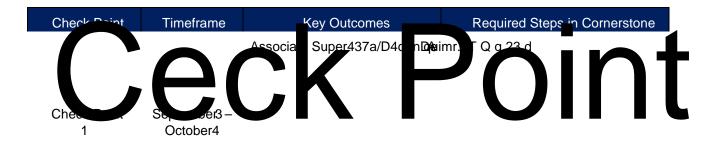
EDEIs an integrated system for how Dallas ISD defines, supports, and rewards exdel teminecipal supervisors in the District.

- Defining Excellence vision for great school leadershipabled us to establish clear expectations
  for the EDthrough a fair, accurate, and rigorous evaluation system. We have worked to ensure that
  all evaluation components are researchibal and rigorous.
- Supporting Excellence robust evaluation system provides us with specific data to differentiate
  professional learning opportunities tailored to each Endividual needs. In addition to the ongoing
  feedback that receive as part of the evaluation system, we continue to expand professional
  learning opportunities for leaders every stage of their career.
- Rewarding ExcellenceRetaining effectiveEDs is essential to effective schools. We have designed a compensation system that rewardsadersof all school levels and school typessed on their overall effectiveness. Having a system that recognizes and rewards our best leapterses the quality of instruction for all students in our schools.cf0.35



### PerformanceCheck Points

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





### 2. ImprovingPrincipalEffectiveness (5)

This measure assesses the overall improvement in evaluation scores **princip**als 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 planningprincipalsummative evaluations will become inflated over time, making it harder to accurately assess staff effectiveness and EDs ability to build capacity. One way to assess true capacity building versus evaluation inflation is to summative scores with achievement results.

## Achievement Component Measures

Thirty-five percent of a E® evaluation is tied to multiple measures of student achievement. These include state assessment (AAR) results, district assessment (P) results, NWEA MAP Growtla, chievement gap statistics, collegeeady 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 TAAR eading 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.

