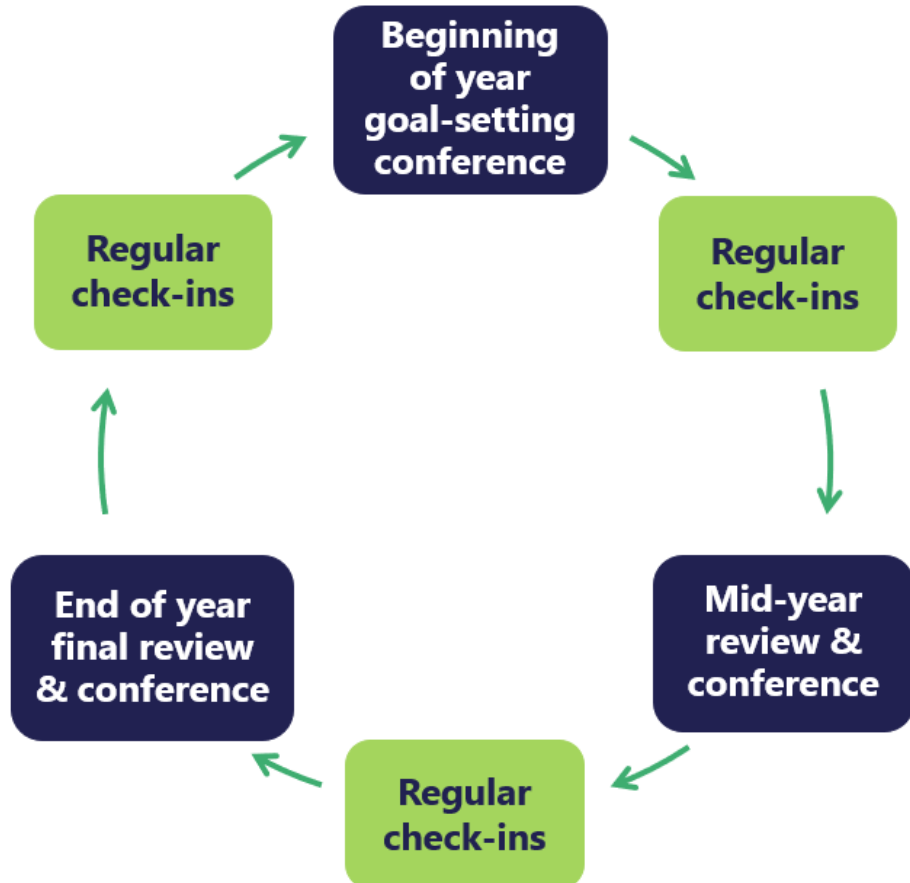


Excellence Initiative Companion Document for Campus Leaders

2025-2026



Excellence Initiative Growth-Driven Performance Cycle



Monitoring and motivating growth and performance requires ongoing observations, progress monitoring, feedback, support, and check-ins. It is recommended that this Companion document be used in tandem with the appropriate performance rubric to guide conversation about employee growth and performance.

Responsibilities and Action Steps

- Leaders at all levels should become familiar with the competencies related to their role.
[Principal Performance Rubric](#)
[Assistant Principal Performance Rubric](#)
[Executive Director Performance Rubric](#)
- Read through the roadblocks and contemplate any hindrance to professional growth
- Collect ongoing evidence of growth and performance through the appraisal cycle
- Reflect on professional and personal goals
- Complete each phase of the EI evaluation cycle with fidelity
- Actively participate in professional learning to support professional growth

Actions for Supervisors

- Intentionally calibrate with peers and campus leaders you supervise on expectations and evidence to demonstrate effectiveness using the appropriate performance rubric
- Review the guiding questions and example evidence aligned to each performance domain
- Ensure leaders understand the EI components, appraisal cycle, and performance expectations
- Plan for and conduct beginning, middle, and end of year formal conversations with fidelity.

Growth, Performance Reviews, and Evidence of Impact

TEI	PEI	APEI	EDEI
Performance	<ul style="list-style-type: none"> Principal Performance Rubric Improving Teacher Effectiveness and Congruence Student Attendance Parent/Guardian Survey <i>Campus Climate Survey</i> 	<ul style="list-style-type: none"> Assistant Principal Performance Rubric Improving Teacher Effectiveness and Congruence Student Attendance Specific goals selected on items from <i>Campus Climate Survey</i> 	<ul style="list-style-type: none"> Executive Director Performance Rubric Improving Principal Effectiveness and Congruence Specific goals on <i>Campus Climate Surveys</i> selected by School Leadership
Experience			
Achievement	<ul style="list-style-type: none"> School STAAR School ACP/iReady School Achievement Gap College Readiness (TSIA2 and SAT) Career Readiness 	<ul style="list-style-type: none"> School STAAR School ACP/iReady School Achievement Gap College Readiness (TSIA2 and SAT) Career Readiness 	<ul style="list-style-type: none"> VT STAAR VT ACP/iReady STAAR achievement gap change College Readiness (TSIA2 and SAT)

This guidance document provides additional guidance for scoring the individual performance rubric for each campus leader Excellence Initiative by providing additional insight on Evidence of Impact and providing further clarity on what effectiveness may look like across positions.

This document focuses on guidance feedback and support for Dallas ISD leaders to inspire performance and clearly communicate the level of excellence expected from leaders. It should be utilized with fidelity to develop professional learning goals and development plans, and to calibrate and monitor performance across leaders at the same level.

Body of Evidence

Appraisers should maintain and utilize a robust body of evidence in scoring leaders that includes continuous improvement processes, coaching conversations, observations, campus and classroom visits, learning walks, PLC data, informal feedback, staff and community input, check-ins, the campus improvement plan, and all student outcome data.

Selecting a Performance Level (Score)

Scores range from Unsatisfactory (1) to Exemplary (4). It is important to place focus first on the core actions before aligning evidence to the performance levels, and to remember that all elements within a performance level carry even weight. As a general rule, Exemplary ratings should be reserved for practices and systems that are so highly effective that they are not dependent on the leader and the behaviors of the leader and could be a model for the district.

A Note on Performance Ratings

At each performance level, key descriptors are provided to align evidence to performance. It is important to use a preponderance of evidence to establish an accurate rating.

EXEMPLARY	PROFICIENT	PROGRESSING	UNSATISFACTORY
<ul style="list-style-type: none"> • Role-Model • In-Depth Expertise • Superior Ability • Impact beyond classroom <p><i>Without Exception</i></p> <p><i>Always</i></p> <p><i>Consistently & Effectively</i></p> <p><i>All or Nearly All</i></p>	<ul style="list-style-type: none"> • Consistent • Professional • Valued • Impactful <p><i>Usually / Frequently</i></p> <p><i>Routinely</i></p> <p><i>Most</i></p>	<ul style="list-style-type: none"> • Sporadic • Basic or growing • Inconsistent • Missed opportunities <p><i>Occasionally / Sometimes</i></p> <p><i>Some / Half</i></p> <p><i>Limited</i></p>	<ul style="list-style-type: none"> • Ineffective • Insufficient knowledge • Hinders • Absent/Lacking <p><i>Rarely / Never</i></p> <p><i>Few</i></p> <p><i>Seldom</i></p> <p><i>Non-Existent</i></p>

Ask yourself: *Is there evidence of demonstrated results and/or positive impact on student outcomes?*
Is this practice a model for the District? If not, the rating is Proficient rather than Exemplary.

Example Guiding Questions aligned to Rubric Domains

Organizational Leadership	Instructional Leadership	Climate and Culture	Human Capital
<ul style="list-style-type: none"> Does the school have a compelling vision with shared ownership and buy-in? Is the leader's planning and decision making strategic and aligned to the CIP? How well is the leader leading change in the school? How well does the leader develop buy-in with community, parents, and staff? Is the leader engaging in innovation that leads to student outcomes? Is the budget balanced and strategic? Are resources being allocated in alignment with school priorities? Are goals being tracked and met? Are strong systems and structures for day to day functions in place? 	<ul style="list-style-type: none"> Are all students at the school demonstrating academic achievement? Are gaps being closed? Is the school using data cycles to drive academic improvements? How is data being used in classrooms? Are teachers demonstrating growth in their practices as evidenced by student outcomes? How effectively are district resources being leveraged to plan for instruction? Does the leader's instructional feedback lead to measurable teacher growth? Is there disproportionality in the data across student subgroups? 	<ul style="list-style-type: none"> Is there a positive staff culture? Is there a strong student culture in place? Are discipline and attendance goals being met? Does the school encourage and facilitate strong parent and community involvement? Does the leader have open communication with staff? Is the leader reflective and receptive to feedback? Are there clear and safe opportunities for staff and community to provide feedback? Does the leader hold themselves and others accountable to school values? 	<ul style="list-style-type: none"> Does all staff receive regular and consistent feedback? Does the campus regularly monitor vacancies and proactively recruit? Are high performing staff being retained or moving up the leadership pipeline? Does retention data match the school priorities? Is the school making strides to increase staff diversity through the recruitment and hiring practices?

Example Data Points that Support Evidence of Impact and Performance Level Ratings

Organizational Leadership	Instructional Leadership	Climate and Culture	Human Capital
<ul style="list-style-type: none"> • Campus Needs Assessment • Campus Improvement Plan quality and implementation • Campus Goal Accomplishment Progress • Use of Student Assessment Data <ul style="list-style-type: none"> - MAP Fluency/Growth - STAAR - TELPAS - ACP - TX-KEA and Circle - Common Assessments - Power DOL • Student Attendance Data • Student Discipline Data 	<ul style="list-style-type: none"> • Scoring trends in TEI observations (TEI Dashboard use) • Coaching Cycles, including quality of feedback • Data Meeting Cycles and Artifacts • Campus processes for calibration and learning walks • PLC calendars, agendas, and feedback • Evidence of lesson plan collaboration to ensure high quality instruction • Campus Professional Development plan, agendas and presentations 	<ul style="list-style-type: none"> • Campus Budget • Master Schedule and Calendars • Campus Organizational Chart • Campus Handbook and Documents • Compliance for Required Documentation (LPAC, ARD, ALC) • Daily Agendas/Calendars • Fall and Spring Campus Climate Survey • Parent Survey • FALL SEL Student Survey • Parent and Community Involvement (PTA, SBDM, etc.) • Email and phone response rate • Evidence of self-reflection and goal-setting • Professional Learning Portfolio • Campus Newsletter, website, and other communication 	<ul style="list-style-type: none"> • Teacher and staff demographics • Timely completion of required appraisal tasks, including TEI observations • Evidence of coaching/support for non-instructional staff • PLC and professional learning survey data • Retention of Teachers by performance level: <ul style="list-style-type: none"> - Novice - Proficient - Distinguished • Teacher retention by race, ethnicity, and gender (emphasis on AA and Latino males) • Use of HCM selection tools, including Infor Survey and tiered candidates

Potential Roadblocks Aligned to Performance Domains

Executive Leadership	Instructional Leadership	Culture and Climate	Human Capital
<ul style="list-style-type: none"> • Exhibits uncertainty and delays decisions when information is incomplete; fears failures and does not take calculated risks • Fails to align systems and structures to bold goals for student learning • Easily frustrated and/or distracted by changing priorities; does not seek path forward in the face of ambiguity • Does not initiate actions that would lead to team/school improvements; executes tasks without connecting work to broader school/system goals 	<ul style="list-style-type: none"> • Unable or unwilling to be responsive to feedback or new learning/research; satisfied with status quo • Fails to align systems and structures to bold goals for student learning • Fails to adequately invest time in proactively developing strong cross-functional relationships across the CILT and school • Professional development plan is perfunctory or compliance driven; lack of follow-up to ensure implementation and impact 	<ul style="list-style-type: none"> • Uses time and energy inappropriately; overly focusing on short-term instead of long-term results, reacting to every interruption • Does not proactively escalate issues and risks that impact the work and personal goals to manager • Focuses on individual results at the expense of the team; does not step in to support the team or organization when task is outside of immediate job responsibilities • Does not accept accountability for negative influence, failure, or lack of results; acts defensively rather than proactively to address issues of concern • Does not demonstrate a “Core 4” customer service mindset 	<ul style="list-style-type: none"> • Does not build collaborative relationships • Fails to focus on cultivating, supporting, and holding teachers and other school leaders accountable for their leadership role in developing others toward measurable results • Blames external forces rather than taking responsibility and holding self and team accountable for the success of all students • Does not invest adequate time in proactively developing strong cross-functional relationships across teams • Does not advocate for self to support professional growth and leadership opportunities

Resources

Website:

<https://www.dallasisd.org/excellenceinitiatives>

Email:

performancemanagement@dallasisd.org &
tei@dallasisd.org

Phone:

972.749.5712