

Point Assignments for Performance and Achievement Metrics

2024-25

Principal Excellence Initiative

Assistant Principal Excellence Initiative

V2 October 1, 2025



| | |
|---|----|
| Introduction | 3 |
| Point Assignment Using a Target Distribution | 3 |
| Caps on Status Metrics to Reward Student Growth | 3 |
| Using this Document..... | 3 |
| Performance Measures..... | 5 |
| Improving Teacher Effectiveness | 5 |
| Congruence | 5 |
| Attendance..... | 5 |
| Parent/Guardian Survey (PEI only) | 6 |
| Staff Climate Survey..... | 6 |
| Achievement Measures | 8 |
| School <i>STAAR</i> | 8 |
| School <i>ACP</i> | 9 |
| School <i>i-Ready</i> | 10 |
| College Readiness | 11 |
| School Achievement Gap..... | 12 |
| Career Readiness | 12 |

Introduction

Point Assignment Using a Target Distribution

Performance and achievement measures comprise up to three metrics. A statistic is produced for each metric using the applicable data. For performance measures results from teacher evaluations, attendance rates, parent surveys, and staff climate surveys are used. For achievement measures results from student assessments are used.

Each statistic is assigned a point value from a set of point ranges that is unique to the metric. After metric statistics are assigned a point value, the highest value from among them is selected as the point value for the measure. Point ranges are determined from the current year's statistics. They are selected in such a way that the distribution of measure points across all schools follows a *target distribution*.

For some measures, such as attendance and career readiness, metrics or cut points vary based on school type (elementary school versus middle and high schools, for example). For these measures, points are assigned in such a way so that the target distribution for the school group and all schools combined approximate the target distribution.

A common range of points for measures or metrics is 0-5. A graph (next page) of the target distribution applied to this point range shows that 40 percent of schools with statistics for the measure earn three points for the measure. Other possible point ranges are 0-10 or 1-5.

Caps on Status Metrics to Reward Student Growth

Among achievement measures that are based on student assessment results and have more than one metric, most have a metric that is defined by the percentage of students meeting a pre-determined criterion (e.g., percentage at "meets grade level" performance standard for *STAAR*, scaled score of 70 on a district *ACP*, etc.). These metrics are referred to as "status" metrics in the Dallas ISD.

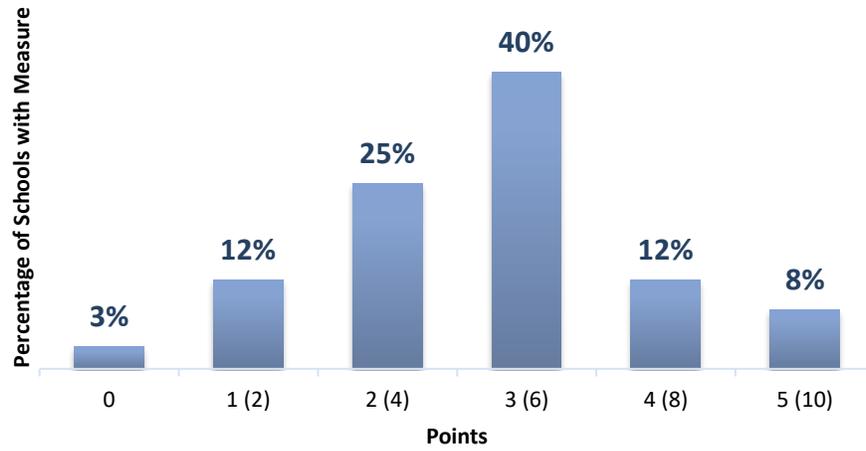
Status metrics are limited or "capped" so that the maximum point value allowed for a status metric is 60 percent of the measure points, or three out of every five points. For measures with status metrics, a larger percentage of administrators will earn the two highest point values for the non-status metrics than would otherwise be expected if all metrics could earn the same point values.

Status metrics are capped in this manner for fairness. Schools with larger proportions of high-performing students are not automatically granted the highest point values for these measures simply because their students are already performing above the criterion. To earn the top point values for a measure, these schools must show evidence of value-add for these measures.

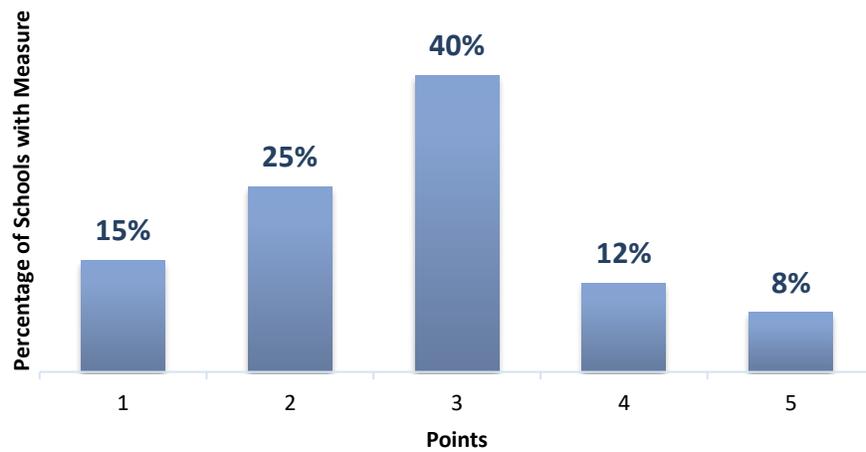
Using this Document

Unless otherwise noted, measures apply to both PEI and APEI. Every statistic earned by a school for a measure falls in a range identified by the "Low Value" and "High Value." For each measure, the number of points earned is specified. A dash (–) indicates a value that has no lower or upper bound.

Target Distribution:
Measures worth 0-5 (or 0-10) points



Target Distribution:
Measures worth 1-5 points



Performance Measures

Improving Teacher Effectiveness

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Average difference between current and prior year standardized evaluation scores | -5.00 | -0.50 | 0 |
| | -0.49 | -0.22 | 1 |
| | -0.21 | -0.06 | 2 |
| | -0.05 | 0.16 | 3 |
| | 0.17 | 0.27 | 4 |
| | 0.28 | 5.00 | 5 |

Congruence

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Average distance between teachers' summative performance scores and percentages of student achievement points earned | 44 | 100 | 0 |
| | 36 | 43 | 1 |
| | 31 | 35 | 2 |
| | 25 | 30 | 3 |
| | 20 | 24 | 4 |
| | 0 | 19 | 5 |

Attendance

Elementary

| Metric | Low Value | High Value | Points |
|-------------------------------|-----------|------------|--------|
| Average daily attendance rate | 0.0 | 91.5 | 0 |
| | 91.6 | 92.6 | 1 |
| | 92.7 | 93.8 | 2 |
| | 93.9 | 95.0 | 3 |
| | 95.1 | 95.7 | 4 |
| | 95.8 | 100.0 | 5 |

Middle and High

| Metric | Low Value | High Value | Points |
|-------------------------------|-----------|------------|--------|
| Average daily attendance rate | 0.0 | 82.8 | 0 |
| | 82.9 | 86.0 | 1 |
| | 86.1 | 91.4 | 2 |
| | 91.5 | 94.8 | 3 |
| | 94.9 | 95.9 | 4 |
| | 96.0 | 100.0 | 5 |

Parent/Guardian Survey (PEI only)

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of items with a positive response | - | 86.9 | 0 |
| | 87.0 | 92.7 | 1 |
| | 92.8 | 94.7 | 2 |
| | 94.8 | 97.0 | 3 |
| | 97.1 | 97.9 | 4 |
| | 98.0 | 100.0 | 5 |
| Change from prior year in percentage of items with a positive response | - | -2.8 | 0 |
| | -2.7 | -0.2 | 1 |
| | -0.1 | 1.4 | 2 |
| | 1.5 | 5.9 | 3 |
| | 6.0 | 7.9 | 4 |
| | 8.0 | 100.0 | 5 |

Staff Climate Survey

All Scales (PEI only)

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of items with a positive response | - | 62.4 | 0 |
| | 62.5 | 74.4 | 1 |
| | 74.5 | 83.6 | 2 |
| | 83.7 | 93.9 | 3 |
| | 94.0 | 96.8 | 4 |
| | 96.9 | 100.0 | 5 |
| Change from prior year in percentage of items with a positive response | - | -13.1 | 0 |
| | -13.0 | -3.8 | 1 |
| | -3.7 | 0.9 | 2 |
| | 1.0 | 11.4 | 3 |
| | 11.5 | 18.4 | 4 |
| | 18.5 | 100.0 | 5 |

Culture and Environment Scale (APEI only)

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Percentage of items on the climate and culture scale with a positive response | - | 54.4 | 0 |
| | 54.5 | 68.4 | 1 |
| | 68.5 | 79.3 | 2 |
| | 79.4 | 90.9 | 3 |
| | 91.0 | 93.3 | 4 |
| | 93.4 | - | 5 |
| Change from prior year in percentage of items on the climate and culture scale with a positive response | - | -12.8 | 0 |
| | -12.7 | -5.2 | 1 |
| | -5.1 | 1.3 | 2 |
| | 1.4 | 13.7 | 3 |
| | 13.8 | 22.2 | 4 |
| | 22.3 | - | 5 |

Survey Items related to Discipline (APEI only)

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of items related to discipline with a positive response | - | 48.9 | 0 |
| | 49.0 | 60.4 | 1 |
| | 60.5 | 76.1 | 2 |
| | 76.2 | 89.9 | 3 |
| | 90.0 | 94.4 | 4 |
| | 94.5 | - | 5 |
| Change from prior year in percentage of items related to discipline with a positive response | - | -15.6 | 0 |
| | -15.5 | -6.6 | 1 |
| | -6.5 | 2.6 | 2 |
| | 2.7 | 18.0 | 3 |
| | 18.1 | 26.9 | 4 |
| | 27.0 | - | 5 |

Survey Items related to Instructional Support (APEI only)

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Percentage of items related to instructional support with a positive response | - | 54.4 | 0 |
| | 54.5 | 66.9 | 1 |
| | 67.0 | 79.4 | 2 |
| | 79.5 | 93.9 | 3 |
| | 94.0 | 98.4 | 4 |
| | 98.5 | - | 5 |
| Change from prior year in percentage of items related to instructional support with a positive response | - | -15.1 | 0 |
| | -15.0 | -6.4 | 1 |
| | -6.3 | 1.1 | 2 |
| | 1.2 | 14.6 | 3 |
| | 14.7 | 21.9 | 4 |
| | 22.0 | - | 5 |

Achievement Measures

School STAAR

Elementary

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of scores at “met grade level” performance standard | 0.00 | 27.90 | 0 |
| | 28.00 | 35.40 | 2 |
| | 35.50 | 43.90 | 4 |
| | 44.00 | 100.00 | 6 |
| SEI | 0.00 | 46.30 | 0 |
| | 46.40 | 48.30 | 2 |
| | 48.40 | 50.60 | 4 |
| | 50.70 | 54.70 | 6 |
| | 54.80 | 57.10 | 8 |
| | 57.20 | 100.00 | 10 |
| Percentage of scores at or above peer group average | 0.00 | 41.90 | 0 |
| | 42.00 | 45.40 | 2 |
| | 45.50 | 49.90 | 4 |
| | 50.00 | 56.90 | 6 |
| | 57.00 | 61.90 | 8 |
| | 62.00 | 100.00 | 10 |

Middle and High

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of scores at “met grade level” performance standard | 0.00 | 26.40 | 0 |
| | 26.50 | 32.90 | 2 |
| | 33.00 | 46.90 | 4 |
| | 47.00 | 100.00 | 6 |
| SEI | 0.00 | 41.40 | 0 |
| | 41.50 | 46.90 | 2 |
| | 47.00 | 48.90 | 4 |
| | 49.00 | 54.40 | 6 |
| | 54.50 | 58.90 | 8 |
| | 59.00 | 100.00 | 10 |
| Percentage of scores at or above peer group average | 0.00 | 35.40 | 0 |
| | 35.50 | 43.60 | 2 |
| | 43.70 | 46.40 | 4 |
| | 46.50 | 54.90 | 6 |
| | 55.00 | 62.40 | 8 |
| | 62.50 | 100.00 | 10 |

School ACP

Middle

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Percentage of exams passed | - | 29.90 | 0 |
| | 30.00 | 36.40 | 1 |
| | 36.50 | 47.20 | 2 |
| | 47.30 | 100.00 | 3 |
| SEI | - | 43.60 | 0 |
| | 43.70 | 45.10 | 1 |
| | 45.20 | 47.90 | 2 |
| | 48.00 | 54.40 | 3 |
| | 54.50 | 56.40 | 4 |
| | 56.50 | 120.00 | 5 |
| Percentage of scores at or above peer group average | - | 34.40 | 0 |
| | 34.50 | 39.40 | 1 |
| | 39.50 | 43.90 | 2 |
| | 44.00 | 58.30 | 3 |
| | 58.40 | 62.90 | 4 |
| | 63.00 | 100.00 | 5 |

High

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Percentage of exams passed | - | 35.90 | 0 |
| | 36.00 | 50.40 | 2 |
| | 50.50 | 62.90 | 4 |
| | 63.00 | 100.00 | 6 |
| SEI | - | 41.90 | 0 |
| | 42.00 | 44.40 | 2 |
| | 44.50 | 50.00 | 4 |
| | 50.10 | 55.90 | 6 |
| | 56.00 | 58.90 | 8 |
| | 59.00 | 120.00 | 10 |
| Percentage of scores at or above peer group average | - | 31.40 | 0 |
| | 31.50 | 39.40 | 2 |
| | 39.50 | 49.20 | 4 |
| | 49.30 | 67.90 | 6 |
| | 68.00 | 74.90 | 8 |
| | 75.00 | 100.00 | 10 |

School I-Ready

Early Learning (K-2)

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Not Defined for 2024-2025 Scorecards. Please contact TEI at tei@dallasisd.org with any questions. | | | |
| SEI | - | 41.90 | 0 |
| | 42.00 | 45.90 | 1 |
| | 46.00 | 49.90 | 2 |
| | 50.00 | 54.40 | 3 |
| | 54.50 | 57.40 | 4 |
| | 57.50 | 120.00 | 5 |
| Percentage of scores at or above peer group average | - | 41.40 | 0 |
| | 41.50 | 46.10 | 1 |
| | 46.20 | 52.20 | 2 |
| | 52.30 | 58.90 | 3 |
| | 59.00 | 61.90 | 4 |
| | 62.00 | 100.00 | 5 |

Elementary (lowest grade between 3 and 5)

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Not Defined for 2024-2025 Scorecards. Please contact TEI at tei@dallasisd.org with any questions. | | | |
| SEI | - | 43.90 | 0 |
| | 44.00 | 47.70 | 1 |
| | 47.80 | 50.80 | 2 |
| | 50.90 | 55.40 | 3 |
| | 55.50 | 57.90 | 4 |
| | 58.00 | 120.00 | 5 |
| Percentage of scores at or above peer group average | 0.00 | 43.40 | 0 |
| | 43.50 | 49.10 | 1 |
| | 49.20 | 53.50 | 2 |
| | 53.60 | 62.90 | 3 |
| | 63.00 | 66.40 | 4 |
| | 66.50 | 100.00 | 5 |

Middle (lowest grade between 6 and 7)

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Not Defined for 2024-2025 Scorecards. Please contact TEI at tei@dallasisd.org with any questions. | | | |
| SEI | - | 35.90 | 0 |
| | 36.00 | 38.90 | 1 |
| | 39.00 | 46.90 | 2 |
| | 47.00 | 54.40 | 3 |
| | 54.50 | 57.90 | 4 |
| | 58.00 | 120.00 | 5 |
| Percentage of <i>RIT</i> scores at or above peer group average | - | 39.90 | 0 |
| | 40.00 | 42.40 | 1 |
| | 42.50 | 49.30 | 2 |
| | 49.40 | 57.60 | 3 |
| | 57.70 | 61.90 | 4 |
| | 62.00 | 100.00 | 5 |

College Readiness

High

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of Grade 12 students meeting college-ready criteria | - | 32.40 | 0 |
| | 32.50 | 39.90 | 1 |
| | 40.00 | 57.90 | 2 |
| | 58.00 | 100.00 | 3 |
| Weighted average of <i>SAT</i> and <i>TSIA2</i> SEIs | - | 43.90 | 0 |
| | 44.00 | 45.90 | 1 |
| | 46.00 | 48.90 | 2 |
| | 49.00 | 54.90 | 3 |
| | 55.00 | 58.90 | 4 |
| | 59.00 | 120.00 | 5 |
| Percentage of Grade 12 students' <i>SAT/TSIA2</i> scores at or above peer group average | - | 36.40 | 0 |
| | 36.50 | 41.90 | 1 |
| | 42.00 | 47.40 | 2 |
| | 47.50 | 63.40 | 3 |
| | 63.50 | 69.90 | 4 |
| | 70.00 | 100.00 | 5 |

School Achievement Gap

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Change in combined <i>STAAR</i> achievement gap from prior year | - | -7.90 | 0 |
| | -7.80 | -3.20 | 1 |
| | -3.10 | 0.60 | 2 |
| | 0.70 | 5.40 | 3 |
| | 5.50 | 9.70 | 4 |
| | 9.80 | - | 5 |

Career Readiness

Elementary and Middle

| Metric | Low Value | High Value | Points |
|--|-----------|------------|--------|
| Percentage of <i>STAAR</i> Gr 5/8 reading/math scores at “met grade level” standard | - | 39.90 | 1 |
| | 40.00 | 49.90 | 2 |
| | 50.00 | 100.00 | 3 |
| Weighted average of <i>STAAR</i> Grade 5/8 reading/mathematics SEIs | - | 48.70 | 1 |
| | 48.80 | 50.50 | 2 |
| | 50.60 | 54.70 | 3 |
| | 54.80 | 58.60 | 4 |
| | 58.70 | 100.00 | 5 |
| Percentage of <i>STAAR</i> Grade 5/8 reading/mathematics scores at or above peer group average | - | 45.40 | 1 |
| | 45.50 | 50.40 | 2 |
| | 50.50 | 60.50 | 3 |
| | 60.60 | 67.40 | 4 |
| | 67.50 | 100.00 | 5 |

High

| Metric | Low Value | High Value | Points |
|---|-----------|------------|--------|
| Percentage of students graduating high school | - | 79.20 | 1 |
| | 79.30 | 82.90 | 2 |
| | 83.00 | 90.80 | 3 |
| | 90.90 | 99.90 | 4 |
| | 100.00 | 100.00 | 5 |

APPENDIX

| Date | Note |
|--------------------|--|
| September 23, 2025 | V1 posted |
| October 1, 2025 | Measure Point Assignments corrected for School STAAR measure. Values were not appropriately updated in the tables from 2023-2024 |