

2026-2027



Human Capital
Management

Principal Excellence Initiative (PEI) Overview and ED Conversation Guide

Dallas ISD Excellence Initiatives
07/07/2026



Dallas ISD Performance Management & Strategic Compensation Strategy

Defining Excellence

- Identify knowledge and skills necessary for exceptional performance
- Define appropriate measures of performance and impact in balanced weights
- Set clear, measurable expectations for employees and supervisors
- Rigorously and fairly evaluate performance

Supporting Excellence

- Provide employees with authentic and purposeful learning opportunities aligned to performance
- Establishing a culture of feedback and growth for employees
- Develop leaders intentionally, with focus on effective talent management strategies

Rewarding Excellence

- Recognize and reward excellent performance
- Providing leadership and career advancement opportunities based on performance

Leverage effective performance management strategies and strategic compensation to accelerate district outcomes.

2024-25 PEI Measures

Component	Measure	Points Possible
Performance	Principal Individual Performance	40
	Improving Teacher Effectiveness	5
	Congruence	5
	Student Attendance	5
	Parent Survey	5
	Campus Climate Survey	5
Achievement	School STAAR	10
	School ACP or iReady	10
	STAAR Achievement Gap	5
	College-Ready Rate	5
	Career-Ready Rate	5

PEI Performance Rubric

Domain 1: Organizational Leadership	Domain 2: Instructional Leadership
<i>Oversees systems, structures, and processes for continuous improvement</i>	<i>Ensures rigorous and coherent curriculum, instruction, and assessments aligned to the needs of every student</i>
<p>1.1 Vision, Mission & Goals: Collaboratively sets evidence-based vision, mission, and goals that reflect high expectations for every student & ensures the vision, mission, and goals drive school decisions.</p> <p>1.2 Strategic Planning & Change Management: Collaboratively creates and executes schoolwide plans supported by strategic and equitable resource allocation resulting in an effective change management process.</p> <p>1.3 Continuous Improvement: Creates and implements a continuous improvement cycle that integrates transparent planning, implementation, data review, and strategic adjustments to achieve sustained practices that result in measurable improvement.</p> <p>1.4 Systems & Structures: Effectively organizes and manages school logistics (time, people, resources) to accomplish school goals and create a positive, inclusive school culture. (3X)</p>	<p>2.1 Courses & Content: Ensures academic programing and curricular resources are culturally responsive, rigorously prepare students for academic and postsecondary success, and align to student and school needs.</p> <p>2.2 Quality of Instruction: Oversees implementation of effective instructional strategies and interventions aligned to student and school needs. (3X)</p> <p>2.3 Instructional Feedback: Coaches and develops educators by giving timely, relevant, and constructive individualized feedback that supports growth (3X)</p> <p>2.4 Assessment & Data Practices: Oversees the implementation of an assessment system that measures the depth and breadth of student learning, monitors progress towards college and career readiness, and produces actionable data to inform planning for instruction, academic supports, and resource allocation. (3X)</p>
Domain 4: Human Capital	Domain 3: Climate and Culture
<i>Ensures development and retention of diverse talent and cultivates distributed leadership structures</i>	<i>Ensures that organizational norms, routines, and systems equitably promote students' intellectual, social, and emotional development</i>
<p>4.1 Development & Evaluation: Creates opportunities and structures for continuous growth of staff and self by ensuring they have equitable access to training, coaching and/or other developmental resources. Provides fair assessments of performance including timely feedback to inform development. (2X)</p> <p>4.2 Professional Culture & Retention: Creates a collaborative professional culture in which staff of all backgrounds feel valued, respected, and want to stay and contribute to the school's goals.</p> <p>4.3 Distributed Leadership: Creates and supports effective teams, consistently distributing leadership roles and responsibilities, and develops staff leadership capacity in a manner that results in improvements to academic and operational performance. (3X)</p>	<p>3.1 Connectedness & Wellbeing: Creates a school climate that promotes social, emotional, and physical health and ensures the safety, positive behavior, and well-being of all students, staff, and self. (2X)</p> <p>3.2 Family & Community Engagement: Proactively fosters relationships with families, local school committees, and community members. Leverages family and community assets, and helps students and families own and contribute to school's goals.</p>

See the full PEI Performance Rubric
here for additional information:
<https://www.dallasisd.org/Page/41972>

PEI Appraisal Cycle

Action	Timeline	PEI Components
Checkpoint 1	August 3 – August 21	<ul style="list-style-type: none"> Principal selects 3 indicators from PPR as areas of focus In Person Conference: Principal and ED agree upon CIP implementation and the 3 indicators selected from the PPR. Discussion will also include the components of PEI and evaluation calendar.
Checkpoint 2	October 12 – October 23	<ul style="list-style-type: none"> In Person Conference: Principal and ED will discuss PPR and use data as a way to check progress towards PPR growth and CIP implementation. Particular attention will be placed on the processes being implemented.
Checkpoint 3	January 11 – January 29	<ul style="list-style-type: none"> Principal submits self-evaluation on the PPR. In Person Conference: Principal and ED will discuss PPR and use data to check progress towards PPR growth and CIP implementation. Particular attention will be placed on the data outcomes of semester one. Principal has the option to share artifacts during the checkpoint conference
Checkpoint 4	May 17 – June 18	<ul style="list-style-type: none"> ED submits evaluation of the PPR. In Person Conference: Principal and ED discuss the evaluation. Only one meeting held. Principal has the option to share artifacts during the checkpoint conference.

Check Point 1

Timeframe: August 3 – August 21

Key Outcome: Principal and ED agree upon the Campus Improvement Plan (CIP) implementation and identify area(s) of focus using the PPR during the pre-conference.

Cornerstone Tasks:

- ☐ Areas of Focus: Principal selects *two* to *three* indicators from the PPR to focus on (as approved by the ED) for the upcoming school year
- ☐ Conference Acknowledgement: CIP implementation, PEI components and PPR focus indicators reviewed

Check Point 1: *Details*

1. Executive Director will meet with the Principal to address the CIP in its entirety. The focus of the CIP conversation should be to ensure that:
 - *Campus performance objectives are aligned to the goals of the CIP*
 - *Performance objectives are targeting achievement and climate/culture needs of the campus*
 - *Strategies and activities provide direction in how performance objectives and goals will be achieved*
 - *Ample resources have been allocated to support the execution of the action identified in the CIP*
2. Executive Director and Principal will discuss the PPR and collaborate to select *two to three* indicators from the Principal Performance Rubric (***one of which should be selected from Section B: Instructional Leadership***). The indicators selected will be areas that the Executive Director will coach the Principal on throughout the year and will check progress on during subsequent designated check points.

Check Point 1: *Guiding Questions*

What are the plans to review the CIP goals and action steps with the campus staff, and how will implementation be monitored throughout the school year?

After review of current data, does the CIP align with your campus needs? If not, what will be the process to ensure alignment?

After evaluation of current resources, what additional resources will be utilized to support the CIP?

As you think about the PPR and your own leadership needs, what two or three areas are you considering for personal growth?

Check Point 2

Timeframe: October 12 – October 23

Key Outcome: Executive Director and Principal discuss the PPR and use data as a way to check PPR growth and CIP implementation. Particular attention will be placed on implementation of processes.

Cornerstone Tasks:

- ☐ Areas of Focus: ED review progress on selected PPR indicators
- ☐ Conference Acknowledgement: CIP, Data, and Processes
 - ☐ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, 1st 9 weeks data: discipline, attendance, TEI spots, HQIM implementation, formative assessments

Check Point 2: *Details*

1. Executive Director and Principal discuss the PPR and use data as a way to check PPR growth.

Executive Director will highlight the PPR for the work observed to this point in the school year, as well as focus on the *two* to *three* selected indicators. The focus of the discussion should be:

- Strategies the principal will use to accomplish the selected indicators
- Support that will be provided by the Executive Director
- Agreed upon indicators of success

2. Executive Director and Principal will discuss current campus processes and identify areas for improvement.
3. Executive Director will meet with Principals individually to address progress made in the Campus Improvement Plan goals and action steps. The focus should be to review evidence to support the progress.

Campus student achievement:

Common Assessments, Tiered Student Data

Quality of Instruction:

Spot Observation Data, Tiered Teacher Data

Check Point 2: *Guiding Questions*

As you've had 9 weeks to see the school in action, what *two to three* processes do you feel need to be strengthened and require your attention? *Examples: Data monitoring, PLC Cycles, scheduled observations and timely feedback, etc.*

What progress has been made on each of the priorities of the CIP? What evidence do you have to support this?

How is data being used to monitor the progress of students and teachers?
Example: spot data compared to six weeks assessments, observation progress and feedback, etc.

Let's review the progress on your PPR goals. What actions have you taken to meet or exceed these goals?

Check Point 3

Timeframe: January 11 – January 29

Key Outcome: Executive Director and Principal discuss the PPR and use data as a way to check progress towards PPR growth and CIP implementation. Particular attention will be placed on the data outcomes of semester one.

Cornerstone Tasks:

- ☐ Principal Self-Assessment
- ☐ Areas of Focus: ED review progress on selected PPR indicators
- ☐ Conference Acknowledgement: CIP, Data, and Processes
 - ☐ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, 1st semester data: discipline, attendance, TEI spots, common assessments, ACP, Fall Climate Survey. While not required, the Principal has the option to share artifacts during the check point conference.

Check Point 3: *Details*

1. Executive Director will meet with Principals individually to address progress made in the Campus Improvement Plan goals and action steps. The focus should be to review evidence to support the progress.

Campus student achievement:

Common Assessments, Fall ACPs, Progress Monitoring Data (iReady Diagnostic), Tiered Student Data

Quality of Instruction:

Spot Observation Data, Tiered Teacher Data

Climate/Culture:

Fall Climate Survey Results, Student Discipline Data, Teacher/Student Attendance

2. Executive Director will highlight the PPR for the work observed to this point in the school year, as well as focus on the *two* to *three* selected indicators. Executive Director will discuss Principal self-ratings on the PPR, and provide feedback for improvement when necessary.
3. Executive Director will discuss progress made towards the three indicators selected from the Principal Performance Rubric.
4. While not required, the Principal has the option to share artifacts.

Check Point 3: *Guiding Questions*

In reviewing your data sources, what adjustments need to be made to meet the CIP goals and action steps?

What action steps will be taken to address student achievement results?

How are you differentiating support to all teachers to improve the quality of instruction? (Novice, Struggling, DTR)

What areas of your climate survey will you prioritize and how will you make adjustments?

Check Point 4

Timeframe: May 17 – June 18

Key Outcome: Principal and ED use data as a way to check progress towards CIP implementation. Particular attention will be placed on the data outcomes for the year.

Cornerstone Tasks:

- ☐ ED assessment on PPR
- ☐ Conference Acknowledgement: CIP, Data, and Processes
 - ☐ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, discipline, attendance, TEI spots, common assessments, ACP, STAAR, Climate Survey, Student Experience Survey, Parent Survey. While not required, the Principal has the option to share artifacts during the check point conference.

Check Point 4: *Details*

1. Executive Director will meet with Principals individually to address outcomes related to the Campus Improvement Plan goals and action steps. The focus should be to review final results.

Campus Student Achievement

Spring ACPs, iReady, STAAR/EOC Results

Quality of Instruction

TEI Summative Data, Final Spot Observation Averages

Climate/Culture

Spring Climate Survey Results, Student Survey Data, Parent Survey Data

2. Executive Director will highlight the Principal Performance Rubric for all indicators and discuss ratings.
3. While not required, the Principal has the option to share artifacts.
4. Discuss next year's campus needs assessment and campus improvement plan.

Check Point 4: *Guiding Questions*

What evidence can you provide that establishes you have executed your strategies and that they impact desired outcomes on the PPR as a whole?

Which CIP goals were achieved? What actions do you attribute to the acquisition of these goals?

Which CIP goals were not achieved? What prevented the acquisition of these goals? How will this inform next year's CIP?

Describe your growth related to your 3 professional goals selected from the Principal Performance Rubric.



THANK YOU

Questions?