



Assistant Principal Excellence Initiative (APEI) Overview and Conversation Guide

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.

2025-26 APEI Measures

Component	Measure	Points Possible
Performance	Assistant Principal Individual Performance	45
	Improving Teacher Effectiveness	5
	Congruence	5
	Specific Goals	10
Achievement	School STAAR	10
	School ACP or iReady Diagnostic	10
	STAAR Achievement Gap	5
	College-Ready Rate	5
	Career-Ready Rate	5

APEI 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>
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. 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. 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. 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)	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. 2.2 Quality of Instruction: Oversees implementation of effective instructional strategies and interventions aligned to student and school needs. (3X) 2.3 Instructional Feedback: Coaches and develops educators by giving timely, relevant, and constructive individualized feedback that supports growth (3X) 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)
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>
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) 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. 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)	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) 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.

See the full PEI and APEI
Performance Rubric
here for additional information:
[https://www.dallasisd.org/team-
dallas-isd/evaluation-
tools/assistant-principal-
excellence-initiative-apei](https://www.dallasisd.org/team-dallas-isd/evaluation-tools/assistant-principal-excellence-initiative-apei)

APEI Appraisal Cycle

Action	Timeline	PEI Components
Checkpoint 1	September 1 – October 16	• Assistant Principal selects one additional APEI Goal: <i>Climate & Culture, Discipline or Classroom Instruction</i>. • All APs are measured on student attendance. • In Person Conference to include discussion of data from prior year, goal selected and components of APEI evaluation and calendar
Checkpoint 2	January 12 – February 26	• Assistant Principals self-evaluates performance on the APEI Performance Rubric. • In Person Conference to include discussion of self- evaluation on APEI Performance Rubric and progress towards goals.
Checkpoint 3	May 17 – June 10	• Principal reviews and submits scores for the APEI Performance Rubric. • In Person Conference to include discussion of evaluation

Check Point 1

Timeframe: September 1 – October 16

Key Outcome: Principal and AP meet to review prior APEI Scorecard (if available), discuss the APEI performance rubric, and select APEI specific goals

Cornerstone Tasks:

- ☐ Assistant Principal selects *specific goal* for the upcoming school year
- ☐ Conference Acknowledgement: CIP implementation, APEI components and APEI specific goals reviewed

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?

Which specific APEI goal most aligns to campus needs?

Check Point 2

Timeframe: January 12 – February 26

Key Outcome: Principal and Assistant Principal use data to check progress towards APEI rubric growth and progress toward campus goals. Particular attention will be placed on the data outcomes of semester one.

Cornerstone Tasks:

- ☐ Assistant Principal Self-Assessment
- ☐ Areas of Focus: Principal review progress on APEI Specific Goals
- ☐ Conference Acknowledgement

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 AP has the option to share artifacts during the check point conference.

Check Point 2: *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?

Check Point 3

Timeframe: May 17 – June 10

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

Cornerstone Tasks:

- ☐ AP summative assessment on APEI Rubric
- ☐ Conference Acknowledgement: CIP, Data, and Processes

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

Check Point 3: *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?



THANK YOU

Questions?