

Defining Excellence for School Counselors

Rules and Procedures for Calculating
Evaluation Components and Scorecard Data for
Dallas ISD's School Counselor Excellence Initiative

V1 September 16, 2026

Introduction

Purpose

The purpose of this guide is to describe the rules and procedures used to determine annual evaluation scores and ratings for school counselors in Dallas ISD who are appraised with the School Counselor Excellence Initiative, or SCEI, evaluation tool. Computation of evaluation component scores and conversion into an annual evaluation rating involves multiple steps of organization and calculation that this document will define and explain.

Steps involve determining eligibility for SCEI; calculating statistics for individual- and school-level metrics; translating statistics for each component of the evaluation component into point values; and combining points across components to derive an evaluation score. The process can be summarized as follows:

- ❖ Determine SCEI Eligibility based on job name and campus assignment
- ❖ Calculate *component metrics* embedded in the evaluation template.
- ❖ Translate component metrics into *point values*.
- ❖ Sum the component point values to obtain the *annual evaluation score*.
- ❖ Convert the evaluation score into an *Evaluation Rating*.
- ❖ Apply *differentiated compensation increases* to eligible employees based on annual Board-approved increase and corresponding SCEI Evaluation Ratings.

This document, also known as the “SCEI Rulebook,” supplements the *SCEI Guidebook*, available from the SCEI website section on the Dallas ISD Excellence Initiatives page here: www.dallasisd.org/excellenceinitiatives.

Terminology

The following definitions will be useful in understanding this document. Terms that are *italicized* within a definition are defined elsewhere in the list.

- Achievement Measure: A part of the achievement component that corresponds to a specific assessment. There are five achievement measures: School *STAAR* results, School *i-Ready* results, and TSI/SAT
- Achievement template: A list, with corresponding weights, of the *achievement measures* that are used to compute a counselor’s achievement score. Achievement templates are often displayed as a portion of an *evaluation template*.
- Achievement Score: Points earned from the measures in the achievement *component*.
- Average Evaluation Score: (See also *Evaluation Score*) Average of the current evaluation score and the prior year’s evaluation score. Only the two most recent evaluation scores are used in the average evaluation score; if an evaluation score is not available from the immediately prior year, the average evaluation score is equivalent to the current evaluation score. As of 2025-26, Average Evaluation Score is not yet used in SCEI.
- Choice School: (See also *Comprehensive School*) A school at which any students are enrolled by the choice of the students or their guardians and no students are enrolled exclusively because of their residencies in attendance zones defined by the Dallas ISD.
- Components: An evaluation comprises two components that are independently assigned scores, which are summed to determine the overall evaluation score. The two components are performance & experience and achievement & outcomes.
- Comprehensive School: (“Neighborhood school”; see also *Choice School*) A school at which any students are enrolled exclusively because of their residencies in attendance zones defined by the Dallas ISD.

- Cut Points: Among a set of numbers, the low and high values for each subset that has been associated with a characteristic, category, or label. For example, *evaluation ratings* are determined from cut points that define the lowest and highest evaluation score for each rating.
- Elementary school: For any process involving the creation of school-level statistics or summaries, an elementary school is a school with *any* enrolled students in grade levels kindergarten, 1, 2, 3, 4, or 5.
- Experience score: Points earned based on the *results of a campus climate or parent/guardian* survey administered at the campus during a given school year.
- Evaluation Rating: (See also *Average Evaluation Score*) A measure of effectiveness as demonstrated in the two most recent school years. An evaluation rating is given annually and is based on the average of the two most recent *evaluation scores*. The *average evaluation score* is translated to an evaluation rating using cut points that are determined so the distribution of the year's evaluation ratings matches as closely as possible a *target distribution*. (The definition has evolved, and historical detail is available in this guide.)
- Evaluation Score: ("Annual evaluation score"; see also *Average Evaluation Score*) Sum of scores from two *components*: performance and achievement.
- Evaluation template: A list of SCEI components and their maximum point values for a *category* of school counselor, often represented as a pie chart.
- High school: (See also *Secondary school*) For any process involving the creation of school-level statistics or summaries, a high school is a school with *any* enrolled students in grade levels 9, 10, 11, or 12.
- Middle school: (See also *Secondary school*) For any process involving the creation of school-level statistics or summaries, a middle school is a school with enrolled students *only* from among grade levels 6, 7, or 8.
- Metrics: Methods for measuring or evaluating results that are customized to each *performance measure* or *achievement measure*. One to three achievement metrics are defined for each measure. The metric statistic is the numerical outcome that is the result of applying the metric definition to data, e.g., student achievement scores or survey results.
- Percentile: A value on a scale of 100 that reports the percentage of other values in a distribution that are equal to or below the value.
- Performance Measure: A part of the performance component that corresponds to a specific outcome. Performance measures include or have included: performance rubric, campus climate survey, and parent/guardian survey.
- Performance & Experience Score: Points earned from the measures in the *Performance & Experience component*.
- Performance Rubric: The evaluation instrument that outlines performance standards and is used by the administrator's appraiser to determine a summative score.
- School type: An identifier for a campus determined by how students are admitted to the school. "Comprehensive schools" or "non-choice schools" accept at least some students from a district-determined, geographic attendance zone from which the school must enroll any students who are residents. "Choice schools" do not have a geographic attendance zone. Choice schools enroll only students who have made the choice to attend the school.
- Scorecard: ("School Counselor Scorecard") Document that reports the *evaluation score*, and *evaluation rating*. Supporting information includes applicable *component scores* as well as statistics and point values for relevant *performance measures* and *achievement measures*. Scorecards are distributed in the fall following the evaluation year.
- Status Metric: Metric defined by a statistic that is the percentage of students with assessment scores at or above a pre-determined criterion. Examples are "percentage of students meeting standard" or "percentage of students passing." Status metrics are

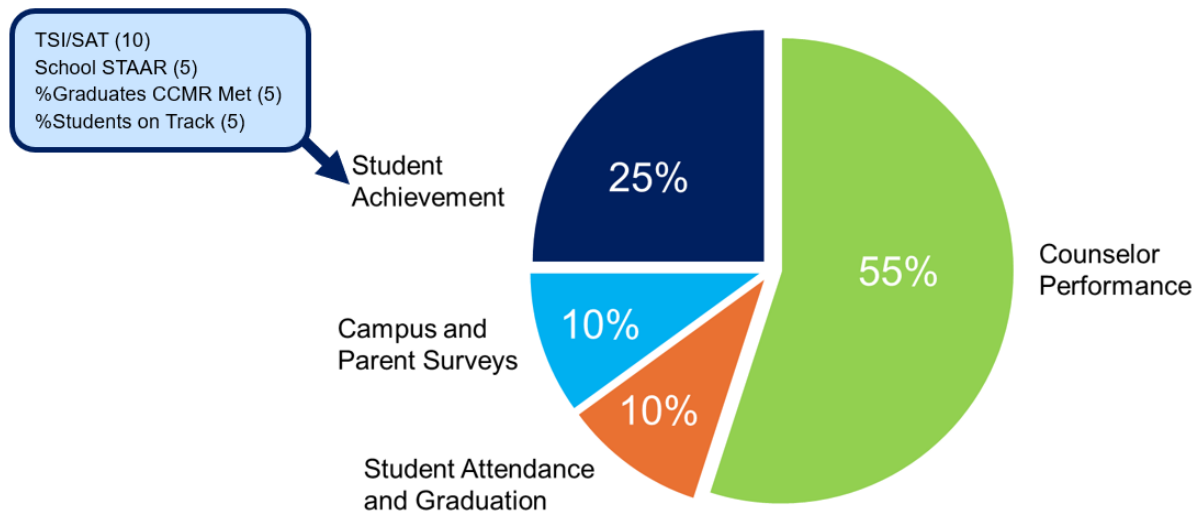
contrasted with metrics that measure improvement over a baseline or whether student scores exceed those of similar students, whatever the absolute score may be.

- **Summative Score:** (“Summative value”, “Summative”) Numeric value, representing a percentage, resulting from use of the Performance Rubric by the counselor’s appraiser to evaluate operational performance.
- **Survey results** (“Parent/Guardian Survey” or “Campus Climate Survey”): A numerical summary of responses to a research-based survey, administered by a third-party vendor, gauging school campus/climate or parent/guardian satisfaction regarding a campus.
- **Target Distribution:** A set of percentages that defines how many values will fall into each group among a set of pre-determined groups. For SCEI, the pre-determined groups may be measure points or *evaluation ratings*.
- **Weight:** Each *achievement measure* is assigned a weight which determines its proportional contribution to the overall *evaluation template*. Weights range from 1-5. The maximum point contribution of an achievement measure is five times its weight. For example, a measure given two weights is worth up to 2 x 5 points = 10 points on the overall evaluation template.

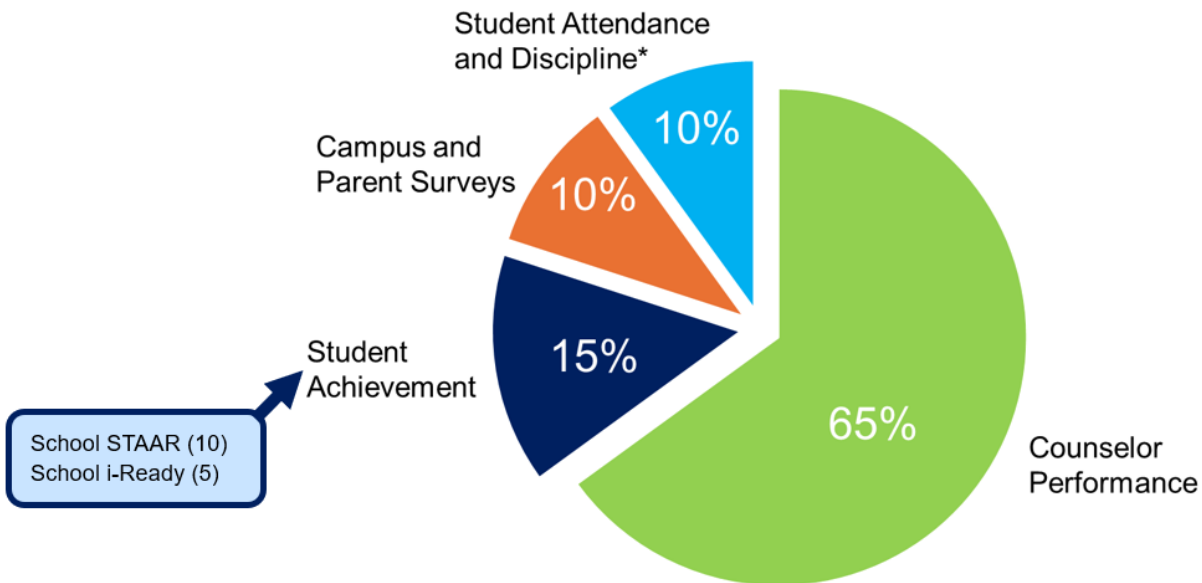
SCEI Evaluation Templates

An evaluation template describes how the components of a SCEI evaluation are weighted for a group of School Counselors. At this time, 2 evaluation templates exist for counselors, differentiated by school level:

Template 1: High School



Template 2: Elementary and Middle School



*Student Discipline measure not yet defined.

Evaluation and Component Scores

The annual evaluation score is the sum of points earned from (1) Performance and Experience and (2) Achievement and Outcomes. A component score is the sum of points earned from among the component's measures. The performance component has a maximum score of 65 and the achievement component has a maximum score of 35. The sum of the component scores is the evaluation score, which has maximum value 100. (See Table 1 and Table 2 for the history of changes in component and measure point maximums.)

Assigning Points to Measures

The Performance Rubric measure is scored using a rubric based on observational and other data collected by the administrator's appraiser, typically the Executive Director for principals and the principal for assistant principals. Other measures are awarded points based on the outcomes of one or more metrics.

Statistics computed for each metric are compared to a set of cut points that were created specifically for that metric. In this way, each statistic is associated with a point value. For measures with multiple metrics, the metric with the statistic earning the highest number of points determines the points awarded for the measure.

Target Distribution for Setting Cut Points

Cut points for metric statistics are reset each school year after all statistics are computed. They are published in the fall after release of scorecards.

For most metrics, schools' statistics are ranked. Depending on the measure, ranking may be within school type (elementary, middle, high). Cut points are selected for each metric so that the assignment of points for a *measure* follows one of the target distributions outlined in the table below. Points awarded for the measure are the highest point value from among all metrics for the measure.

Target distributions for SCEI measures						
Measures with six possible point values:						
Percentage of schools	3%	12%	25%	40%	12%	8%
Measures with five possible point values:						
Points from 1-5	—	1	2	3	4	5
Percentage of schools	—	15%	25%	40%	12%	8%

Distributing Points for Missing Measures

When a measure is not in use, whether by design (which affects all schools or all schools of a type, such as “high schools”) or due to unavailability of statistics (which affects individual schools in special circumstances), the total points for the component score are prorated in proportion to actual points that are earned and points that are available. Points earned are summed across measures that have statistics, as are the maximum possible points for those measures. The ratio of earned points to maximum possible points is applied to the maximum component score to determine a prorated component score.

Evaluation Ratings

Evaluation ratings are category labels that provide context for the school counselors' evaluation scores in relation to other district counselors. The ranges of average evaluation scores that are associated with an evaluation rating are determined from a target distribution. This corresponds to the method for determining evaluation rating cut points in TEI, PEI, APEI, and EDEI. The target distribution is applied *annually*, and the instrument's cut points will not be the same in any given year. See below the current targeted distribution used to determine SCEI Evaluation Rating Cut Points.

School Level*	Unsatisfactory	Progressing	Proficient	Exceeds Expectations	Exemplary
ES	System Rules cap Counselor with a summative score below 25 at Unsatisfactory.	<20%	60%	15%	5%
MS		<20%	60%	15%	5%
HS		<20%	60%	15%	5%

See appendix A for the Historical Evaluation Rating Cut Points.

Performance and Experience Components

Measure 1: School Counselor Individual Performance Rubric Score

School Counselor employee performance is evaluated by a trained appraiser using standards outlined in the School Counselor Performance Rubric, from which a score is derived that is reported as a percentage of the total available rubric points. This is called the “*summative score*,” and it ranges from 30-104. The summative score determines the percentage of points allotted to

the SCEI Individual Performance component. The total number of points available for the Individual Performance Rubric varies by SCEI Evaluation Template. A *CSEI Performance Calculation worksheet* is available on the CSEI website.¹

Example: School Counselor A, assigned at an elementary campus, earned an SCEI Summative score of 89 on their annual evaluation. This score of 89 is converted to a percentage by dividing 89 by 104 (89/104), equaling 91.3%. Because the Individual Performance Rubric component comprises 65 points on the scorecard, Counselor A receives 91.3% of 65 points, or 50.

Measure 2: Campus Climate Survey

The campus climate survey is administered to all campus-based professional and support staff twice per year. The survey has three purposes: to aid in organizational improvement; to obtain feedback from school-based employees; and to align systems to student outcomes, with the first being its primary purpose. Points may be earned in two ways: average of the scale-level percentages of positive response or change in the average of the scale-level percentage of positive responses on the “College-Going Culture” strand only.

- *Staff expect most students in this school to go to college.*
- *Instruction in this school is focused on helping students get ready for college.*
- *Staff in this school feel that it is a part of their job to prepare students to succeed in college.*
- *Staff at this school accept nothing less from students than their full effort.*
- *Staff at this school do not let students give up when their class work becomes challenging*
- *Staff at this school give students feedback to help them understand how to improve.*

Survey items are grouped into scales, and results are typically reported by item and by scale. Results are reported in terms of the percentage of positive responses, with “positive” responses including “agree” and “strongly agree.”

The metric with the higher point value determines the points for the measure. Cut points are created for the two metrics such that the percentage of schools receiving each point value for the measure follows the target distribution. (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Measure 3: Parent/Guardian Survey

The measure assesses the support of parents and guardians in the school’s community for the direction of the school and its engagement with parents. The district contracts with a vendor to conduct an annual survey that captures their opinions about the direction of the school and quality of education provided to students. Similar to the campus climate survey, points may be earned in two ways: average of the percentage of positive responses or change in the average of the scale-level percentage of positive responses for the two items below:

- *My child’s school stresses the importance of preparing for/attending college after high school.*
- *My child’s school provides to me information about career and college options provided by the District*

¹While the 2025-26 SCEI Guidebook references use of a targeted distribution to award SCEI Individual Performance points, this was not utilized in 2025-26.

Two metrics to award points for the Parent/Guardian Survey are defined: The first metric is the percentage of all responses to the selected questions that are “agree” or “strongly agree,” or “positive” responses. The second metric is the change in the percentage of positive responses from the prior to current year. The metric with the higher point value determines the points for the measure. Cut points are created for the two metrics such that the percentage of schools receiving each point value for the measure follows the target distribution. (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Minimum Size for Inclusion of Survey Components

A provision regarding the number of respondents per campus is included for both the Campus Climate and Parent/Guardian Survey Measures to exclude statistics that are based on too few responses. For each campus, there is a minimum number (N_M) of respondents required to result in statistics with a margin of error of no more than 10 percentage points. If the number of respondents (N_R) is more than 10 respondents below the school's minimum (i.e., if $N_R < N_M - 10$), then the survey statistic cannot be used. In this event, the measure will not be a part of the SCEI evaluation score. See DISTRIBUTING POINTS FOR MISSING MEASURES.

Achievement and Outcomes Components

Metrics defined for SCEI achievement measures generally are defined by statistics that use student scores from assessments which were administered in a secure manner by an administrator that is not the student's teacher of record OR data that monitors high school students' college and career readiness. For STAAR and the i-Ready Assessment, the SCEI measures correspond to measures that are used in PEI, and APEI achievement scores.

“Status” metrics and point caps

Achievement measures that are based on student assessment results and have more than one metric (School STAAR results, School i-Ready results, College Readiness) each have a metric that is defined by the percentage of students meeting a criterion (e.g., “met grade level” performance level on STAAR, scaled score “70” on a district ACP, etc.). These metrics are often referred to as “status” metrics in the Dallas ISD. These contrast with metrics that are defined by statistics measuring improvement in performance or performance in relation to other district students (e.g., SEI, APG, changes in percentages, etc.).

In all Excellence Initiatives, the maximum point value allowed for a status metric is 60 percent, or 3/5, of the measure points. For a measure worth ten points, the highest number of points that can be earned for the statistic for the status metric is six. The other two metrics (non-status) can earn maximum points for the measure (typically 5 or 10). Status metrics are “capped” in this manner for fairness. Magnet schools and schools with larger proportions of high-performing students will not be automatically granted the highest point values for these measures because their students are already performing above the criterion. To earn the highest two values, these schools must show evidence of value-add for these measures.

The target distribution still dictates cut points for measures with status metrics, but for these measures, higher percentages of schools will earn four or five base points from the non-status metrics than would otherwise be expected if all metrics could earn the same point values.

Measure 1: SCHOOL STAAR

The measures include results for STAAR 3-8 and STAAR EOC exams taken by students who met requirements for enrollment and attendance at the school. Where possible, metrics use results from all versions of the STAAR (regular, modified, linguistically-accommodated, alternate, etc.) and in both English and Spanish.

The measure has three metrics: (1) percentage of STAAR scores at the “met grade level” performance standard, (2) School STAAR SEI, and (3) School STAAR academic peer group. When assigning point values to metrics for School STAAR, elementary schools are separated from secondary (middle and high) schools, so that two sets of cut points, via the District’s targeted distribution, are created for the measure’s metrics. (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Examples that elaborate calculation of metrics associated with the SCEI School STAAR measure can be found in Pages 21-23 of the Principal Excellence Initiative Rulebook, linked [here](#).

Measure 2: School i-Ready

Like School STAAR, the School i-Ready measure is determined by statistics generated for all i-Ready assessments at the campus. The term is either fall semester, culminating in a “winter” or “middle-of-year” assessment, or spring semester, culminating in a “spring” or “end-of-year” assessment.

The points awarded are based on the best of available metrics: Percentage of all tests with scores at Met standard (“status metric”)

- Relative growth measurement (SEI)
- Percentage of students exceeding the District average score within their “academic peer groups”

When assigning point values to metrics for School i-Ready results for grades 3-8, elementary schools are separated from middle schools, so that two sets of cut points are created for the measure’s metrics. (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Measure 3: College Readiness via TSI/SAT

The measure was first introduced for high school principals in 2013-14, the second year of PEI and has been adapted for use in SCEI for high school counselors only. The points for this measure are equivalent to the highest points earned from one of three metrics based on student scores from the SAT and the TSIA-2. Cut points for individual metrics are set such that the percentage of schools receiving each point value for the measure follows the target distribution (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

For all statistics related to the high school “college-ready” achievement measure, the following procedures and criteria apply:

- Student scores are received from the testing companies, and all records are verified as belonging to a student enrolled in the Dallas ISD.
- Students with scores used in the calculation of statistics were enrolled at the campus at the end of the school year as a grade 12 student.
- Scores are from the students’ latest administration only.

Examples that elaborate calculation of metrics associated with the SCEI School STAAR measure can be found in Page 31-23 of the Principal Excellence Initiative Rulebook, linked [here](#).

Measure 4: College Career Readiness Measure 1: Percent of Graduates CCMR Met

The Texas Education Agency (TEA) has defined a set of indicators that students can earn to be considered college, career or military ready. Students who meet one of these CCMR indicators are considered "CCMR-met." CCMR readiness indicators include:

- Meet Criteria on Advanced Placement (AP) Examination.
- Meet Criteria of 4 or higher on International Baccalaureate (IB) exam.
- Meet TSI Criteria via SAT, ACT, TSI-A, or College Prep Course in English and Math
- Earn Dual Course Credits
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry-Based Certification
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.
- Enlist in the Armed Forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.
- Earn a Level I or Level II Certificate in any workforce education area.

This high school-specific measure is the percent of graduates at the campus with "CCMR Met" status as estimated by the District using the TEA's definition. In year one, this measure will include only one metric, the percent of graduates with "CCMR Met" status. In future years, additional metrics may be defined to gauge change over time.

Data used in the calculation of CCMR Measure 1 reflects the local estimates for District Goal 5.1 provided by Evaluation and Assessment for each high school. Point assignment for this measure will not follow a targeted distribution. Points will be assigned using the distribution below:

<60	60-69	70-78	79-87	88-100
1	2	3	4	5

Measure 5: College Career Reading Measure 2: Percent of student s on track for grade level advancement

Board policy EIE-Local outlines requirements for student grade-level advancement based on credits earned. This counselor-specific measure examines the percent of Grade 9-11 students rostered to the counselor meeting minimum requirements above for grade level advancement at the conclusion of the academic school year.

Sophomore (grade 10)	6 or more credits and two full semesters in grades 9-15
Junior (grade 11)	12 or more credits and four full semesters in grades 9-12
Senior (grade 12)	18 or more credits and five full semesters in grades 9-12

For inclusion in the counselor's statistics, the students must be linked to the counselor in the SIS on the first instructional days of October and April annually. Points will be assigned via the target distribution. see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

A minimum number of grade 9-11 students (12) must be linked to the counselor via PowerSchool for calculation of this measure. Should minimums not be met or scheduling data unavailable, the measure will be suppressed and points reweighted (See DISTRIBUTING POINTS FOR MISSING MEASURES).

Measure 6: Graduation Rate

The graduation rate statistic is the higher of the school's four-year or five-year graduation rate most recently reported by the Texas Education Agency. (The statistic lags one year because the TEA must collect data for its calculation.) Highest point values are assigned to the highest statistics, according to the target distribution. (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Measure 7: Student Attendance

This measure currently assesses improvement in the school's student attendance rate. Its single metric is average student attendance rate. The attendance statistic is computed annually by Evaluation & Assessment for publication in the Campus Data Packet. For assigning points, elementary schools are grouped separately from secondary schools before ranking the attendance statistics. Highest attendance rates are assigned the highest point values, according to the target distribution (see TARGET DISTRIBUTION FOR SETTING CUT POINTS).

Priority Campus Points

A school counselor serving at a campus designated as priority ("District Support Initiative" or "DSI") may earn five (5) points for the first year of service and an additional point for each additional year of priority campus service, which need not be sequential. The maximum number of priority campus points, regardless of total years of service, is ten. To receive the points, the counselor's summative score for the evaluation cycle must be at least 65.

Appendix A. Historical Point Ranges for Evaluation Ratings

Point ranges for determining evaluation ratings within SCEI categories fluctuate each year so that they are reflective of current results. Ranges are determined so that percentages by rating are consistent across SCEI categories and adhere as closely to the target distribution as is feasible to maintain the system's sustainability.

2025-2026 SCEI Evaluation Rating Cut Points

Elementary School

Unsatisfactory	Progressing	Proficient	Exceeds Expectations	Exemplary
0-35	36-71	72-85	86-91	92-100

Middle School

Unsatisfactory	Progressing	Proficient	Exceeds Expectations	Exemplary
0-35	36-71	72-85	86-91	92-100

High School

Unsatisfactory	Progressing	Proficient	Exceeds Expectations	Exemplary
0-35	36-69	70-82	83-89	90-100

Appendix B. Change History

Version	Date	Location	Description
1.0	16 Sept 2026	–	Create structure and formatting; establish rules and procedures
2.0			