

Defining Excellence in PEI and APEI

Rules and Procedures for Calculating Statistics, Evaluation
Scores, and Effectiveness Levels for Dallas ISD's Principal and
Assistant Principal Excellence Initiatives

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Introduction

Purpose

The purpose of this guide or “rulebook” is to describe the rules and procedures the Dallas ISD has created to determine evaluation scores, evaluation ratings, and effectiveness levels for campus administrators as part of the *Principal Excellence Initiative*, or PEI, and *Assistant Principal Excellence Initiative*, or APEI. Computation of an evaluation score and its conversion into an evaluation rating and effectiveness level involves stages of organization and calculation that this document will define and explain.

Broadly, the stages involve calculating statistics for measures belonging to one of two components: performance and achievement. Measures define areas which the district believes to be indicative of campus administrator effectiveness, e.g., “Student attendance” or “School STAAR results.” After calculating statistics, the results are translated into point values for each applicable measure. Next, point values are combined to derive a component score, then component scores are combined to an evaluation score, which is finally converted into an effectiveness level.

Since the inception of the *Principal Excellence Initiative* in the 2012-13 school year, elements of the instruments have been added, replaced, or modified. Throughout this document, the evolution of rules and procedures will be outlined for historical reference.

The reader is assumed to be familiar with local, state, and national assessments administered in the Dallas ISD and to be knowledgeable about the Performance Rubrics for PEI and APEI. The structure, content, and scoring methods for assessments are not covered in this document, which instead discusses how the assessment results (i.e., the students’ scores) are used to compute metrics that measure schools’ impacts on student achievement. Likewise, this guide does not provide background or detail concerning the Performance Rubrics and resultant “summative scores” for campus administrators. For information about these rubrics, see resources available for the Dallas ISD’s Excellence Initiatives at <http://www.dallasisd.org/Page/20637>.

Throughout this document, unless specifically stated otherwise, definitions and descriptions apply to either PEI or APEI.

Terminology

The following definitions will be useful in understanding this document. Terms that are italicized within a definition are themselves 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 ACP results, School achievement gap, College readiness, and Career readiness.
- 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.

- Choice School: (See also *Comprehensive School*) A school at which any students are enrolled by choice (whether that of the students or their guardians), and no students are enrolled exclusively because of their residencies in attendance zones defined by the district.
- 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 and achievement.
- 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 district.
- 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.
- Effectiveness Level: A measure of a campus administrator’s effectiveness using information over time. The effectiveness level informs compensation. There are eight effectiveness levels: Unsatisfactory, Progressing I-III, Proficient I-III, and Exemplary.
- Elementary School: (See also *High School, Middle School*) A school in which the lowest grade level is five (5) or less.
- 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.
- High School: (See also *Elementary School, Middle School*) A school in which the lowest grade level is nine (9) or more.
- 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.
- Middle School: (See also *Elementary School, High School*) A school in which the lowest grade level is at least six (6) and highest grade level is no more than eight (8).
- 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, systems review, improving teacher effectiveness, congruence in teacher components, student attendance or enrollment, parent/guardian survey (PEI only), and campus climate survey.
- Performance Score: Points earned from the measures in the performance *component*.

- Performance Rubric: The evaluation instrument that outlines performance standards and is used by the administrator's appraiser to determine a summative score.
- Scorecard: ("Principal scorecard" or "Assistant principal scorecard") Document that reports the *evaluation score*, *evaluation rating*, and following year's *effectiveness level*. 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.
- Secondary School: A school that is a *middle school* or *high school*.
- 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 administrator's appraiser to evaluate operational performance.
- Target Distribution: A set of percentages that defines how many values will fall into each group among a set of pre-determined groups. For PEI and APEI, the pre-determined groups may be measure points or *evaluation ratings*.

Chapter 1. Scoring Overview

Components

There are two standard components in both PEI and APEI evaluations: performance and achievement. The components comprise measures that adapt as necessary over time. The measures are defined and described in subsequent sections. Generally, PEI and APEI use the same measures in the performance and achievement components, but there is some variation in both type and point assignments.

A third component, High Priority Campus Service Points, is applicable only to administrators meeting additional requirements.¹

Each component has its own subscore. Performance and achievement component subscores are the sum of points earned from a set of measures specific to the component, each with its own rules on how points are earned. The HPC Service Points component subscore is a single value. The sum of the three component subscores is the administrator's evaluation score.

Calculating Component Subscores

A component subscore is the sum of points earned from the component's measures. The maximum points attainable for each component are currently 65 and 35 for performance and achievement, although this has changed over time. (See Appendix A for annual assignments of point values to performance and achievement measures.)

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 each metric, 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 Table 1 on page 9. Points awarded for the measure are the highest point value from among all metrics for the measure.

¹ The HPC Service Points component was first introduced in 2020-21.

For example, cut points for individual metrics will be set so that approximately 12 percent of schools will earn four of five points for measures such as *Improvement of Teacher Effectiveness* and *College Readiness*, which have point values ranging from 0-5. In the case of *Improvement of Teacher Effectiveness*, there is only one metric defined for this measure; schools' statistics will be ranked and those from approximately the 80th to 92nd percentiles will be awarded four points. In the case of *College Readiness*, however, cut points will be set for each of its three metrics (see [ACHIEVEMENT MEASURE: COLLEGE READINESS](#) for explanation) so that approximately 12 percent of schools will have four points as the highest of their values from the three metrics.

Table 1. Target distributions for PEI/APEI measures

Measures with six possible point values:						
Points from 0-5	0	1	2	3	4	5
Points from 0-10	0	2	4	6	8	10
Points from 2-7*	2	3	4	5	6	7
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%
Measures with four possible point values:						
Points from 0-3*	0	1	2	3	—	—
Percentage of schools	15%	25%	40%	20%	—	—

*Discontinued in 2014-15.

Reassignment of Points for Missing Measures

When a measure is not or cannot be in use, whether by design (because of a transition in data availability) or by circumstance (because of unavailability of performance-measure statistics for a specific school), 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 multiplied by the maximum component score, then rounded to an integer, to determine a prorated component score.

For example, prior to 2015-16, two performance measures—*Improvement of Teacher Effectiveness* and *Congruence of Teachers' Performance and Achievement Scores*—were not yet in use. This exclusion was “by design.” (Both rely upon teachers' TEI evaluation scores, and the evaluation instrument for the Teacher Excellence Initiative had not yet been implemented.) The two measures are together worth 10 points, so the maximum possible points for remaining performance measures was 50, not 60. An administrator who earned 42 of the 50 available points for the performance component, which is 42/50 or 84 percent of available points, had a final performance component score of $0.84 \times 60 = 50$.

Beginning in 2023-24, the method for reassigning points for *achievement measures* was changed. The method now used for achievement measures mimics that in the Teacher Excellence Initiative model. Point assignments are predetermined for most combinations of available achievement measures. If a school does not have statistics for an achievement measure, that measure's points will be reassigned to a specific

other achievement measure; they will not be proportionately assigned across all other measures. See Appendix B.

High Priority Campus Service Points

An administrator serving at a campus designated as an HPC may earn three points for the first year of service and an additional point for each additional year of HPC service, which need not be sequential. The maximum number of HPC points, regardless of total years of service, is ten.

To receive the points, the administrator's summative score for the evaluation cycle must be at least 65 and the administrator must earn at least 50 percent of the achievement points available to the school in the current cycle.

Evaluation Ratings

Evaluation ratings are category labels that provide context for the principals' or assistant principals' evaluation scores in relation to other district principals or assistant principals.

History of Evaluation Rating Assignments

Evaluation ratings are based on a two-year average of evaluation scores. The two-year average is computed from evaluation scores earned in the current evaluation cycle and the evaluation cycle immediately prior.² This method for determining evaluation ratings corresponds to the method defined for the Teacher Excellence Initiative instrument.

The ranges of average evaluation scores that are associated with an evaluation rating are determined from a target distribution. This again corresponds to the method for determining evaluation rating cut points in TEI.³ The target distribution is applied *separately* to PEI evaluation scores and APEI evaluation scores, so the instruments' cut points will not be the same in any given year. See Table 2 for the current target distribution used for PEI and APEI evaluation ratings.

PEI evaluation ratings and the cut points used to assign them have been determined differently over time. (APEI was first introduced in the 2015-16 school year, therefore, the history outlined below does not apply to APEI.)

- 2012-13: Only one evaluation score was available in the first year of PEI. The score led to an evaluation rating. Evaluation rating cut points were set by the Superintendent of Schools.
- 2013-14: To transition to use of a two-year average evaluation score, the Superintendent of Schools allowed use of the higher of two results to determine the evaluation rating—the two-year average or the current evaluation score. Evaluation rating cut points were set by the Superintendent of Schools.
- 2014-15: Evaluation ratings were displayed on PEI scorecards using current-year evaluation score only, while effectiveness levels (see Table 2) were based on the two-year average. (This method

² The rating for new administrators or those with a gap in service will be based only on the current evaluation score.

³ Because there are differing numbers of evaluation ratings for TEI and PEI/APEI instruments, the target distributions for evaluation ratings are not the same for PEI/APEI as for TEI.

was changed in 2015-16 to correspond to the TEI method.) Evaluation rating cut points were left at the prior year's setting.

- Current: Evaluation ratings are determined from the two-year average evaluation score. Evaluation rating cut points are set based on a target distribution. (See Table 2.)

Evaluation rating point ranges for each year of PEI and APEI are provided in Appendix A by school year.

Table 2. Percentages of principals and assistant principals by evaluation rating

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
1%	9%	15%	20%	30%	12%	8%	5%

Evaluation Ratings for Comprehensive Schools and Choice Schools

Beginning in 2018-19, Dallas ISD schools are classified into one of two groups—comprehensive or choice—for determination of evaluation rating cut points unique to each group.

Comprehensive schools (or “neighborhood schools”) are schools at which any students are enrolled exclusively because of their residencies in attendance zones defined by the district. *Choice schools* are schools at which any students are enrolled by choice (whether that of the students or their guardians), and no students are enrolled exclusively because of their residencies in attendance zones defined by the district.

For administrators of choice schools, the process does not change from the early years of PEI/APEI (since 2015-16). Evaluation rating cut points used for administrators of choice schools are determined by applying the target distribution (outlined in Table 2) to all average evaluation scores from both choice and comprehensive schools. (The target distribution is always applied separately for PEI and APEI).

PEI and APEI evaluation rating cut points for administrators of comprehensive schools are now determined by applying the target distribution to average evaluation scores *only for administrators of comprehensive schools*. The scores for administrators of *choice* schools are not included for determining evaluation rating cut points for comprehensive schools.

Beginning in the 2019-20 school year, the administrator’s location for the purpose of attributing measure statistics and assignment of “choice” vs. “comprehensive” cut points is determined by their personnel assignment as of December 31 of the school year.

Each administrator has the type of cut points named on his or her scorecard. The key is titled “Evaluation Ratings for Comprehensive Schools” or “Evaluation Ratings for Choice Schools”.

Administrator Eligibility for Evaluation Ratings

Last Hire Date

An administrator must be placed into the position as a school’s principal or assistant principal no later than December 31 of the school year to receive an evaluation rating for the current year. Administrators placed into positions after this date will be evaluated with the appropriate instrument (PEI or APEI),

receiving a summative evaluation score and points for any viable components, but the evaluation score will not be assigned an evaluation rating. The scorecard will report “No Rating”.

Schools with No Enrollment

Administrators placed into their positions during a school year when no students are enrolled at the school will not receive an evaluation rating for that school year. No statistics will be generated for any component of the instrument, and no scorecard will be produced.

Administrators with a Change in Compensation Category

The district’s Compensation Department defines compensation categories that are assigned to each school to each administrator type. The variation in compensation categories reflects school types (comprehensive vs. choice) and school levels (elementary, middle, high).

When an administrator’s compensation category changes with a change in location assignment, the prior-year and current-year evaluation scores are *not* averaged. The evaluation rating will follow from the current-year evaluation score only.

Administrators Serving Multiple Schools

Principals and assistant principals may be assigned as administrators over multiple schools with unique organization numbers.⁴ In these instances, there are two or more sets of statistics (one set per school) that are applicable to the administrator’s evaluation score. Evaluation scores are computed separately, one for each campus. The evaluation scores are weighted by the number of students enrolled at the campus as of late April, and the weighted average evaluation score among campuses becomes the current year’s evaluation score for the administrator.

For selecting evaluation rating cut points, if any of the schools are comprehensive schools, the cut points for comprehensive schools will be used.

Effectiveness Levels

The effectiveness level is based on the evaluation rating and exists to determine compensation for administrators. The eight effectiveness levels are the same as the eight evaluation ratings.

An administrator’s effectiveness level for the next school year is generally equivalent his or her evaluation rating from the current school year (i.e., the school in which data are collected). The following rules outline exceptions where the effectiveness level may differ from the evaluation rating.

Rules for Determining Effectiveness Levels

Evaluation Rating Required for New Administrators

An administrator without an evaluation rating will not be assigned an effectiveness level for the next year. The level will be reported as “No Level.” This includes instances where an evaluation score is not used for determining an evaluation rating because the administrator was not placed in the position on or before December 31.

⁴ Information about multiple assignments is manually reported during the calculation process.

Evaluation Rating Required for New Effectiveness Level

An administrator without an evaluation rating will retain the latest effectiveness level. An effectiveness level can be “held over” in this way up to two years, which applies also to administrators who end service with the district. After two years of being “held over” without the existence of a new evaluation rating, the administrator will have no effectiveness level.

First-year Administrator

A first-year administrator (i.e., one who has never been assigned an evaluation rating using the instrument that applies to the current position) cannot have an effectiveness level higher than Progressing III for the next year, regardless of the evaluation rating.

Stability of Effectiveness Levels

The current effectiveness level will be held stable (“frozen”) up to three times⁵ when an administrator first has an evaluation rating lower than the current effectiveness level. After the third consecutive year in which an administrator retains an effectiveness level that is higher than one that would otherwise have been assigned based on an evaluation rating, and if the new evaluation rating is still less than the frozen effectiveness level, the effectiveness level will decrease for the new school year. The count of frozen years returns to zero.

One-level Change Limit

A change in the effectiveness level is limited to an increase or a decrease of one level.

Exceptions for Changes in Compensation Category

The rules *Stability of Effectiveness Levels* and *One-level Change Limit* do not apply to administrators who change compensation levels. For these employees, effectiveness levels will follow directly from the evaluation rating regardless of the current effectiveness level. The level is not retained, a non-zero count of frozen years is reset to zero, and there is not a one-level limit to the change in effectiveness level in either direction.

Examples of Effectiveness Level Rules

- An assistant principal began at a school in January. A summative score was given by the school’s principal, and the resulting evaluation score was in the range for an evaluation rating of Progressing II. Because the placement at the school was after the cut-off date, the AP will not have an evaluation rating for the school year, and by the rule *Evaluation Rating Required for New Administrators* an effectiveness level is not given for the next year. The scorecard will report “No Rating” and “No Level”.
- A principal with an effectiveness level of Proficient I was on leave for a significant portion of the year and was not given a summative score by the appraiser. As a result, an evaluation score cannot be computed for the year. By the rule *Evaluation Rating Required for New Effectiveness Level*, the effectiveness level remains at Proficient I.

⁵ The number may change. It has been as low as two and as high as four at various times. In 2024-25, the number was four. An administrator who retained an effectiveness level for a third time for the 2024-25 school year will be allowed one more retention (for a total of four) in 2025-26 if necessary. All others will have a maximum of three beginning with 2025-26 effectiveness levels.

- An assistant principal receives an effectiveness level of Proficient II but does not return to the district. If the employee returns to the district as an AP within two years, the rule *Evaluation Rating Required for New Effectiveness Level* dictates that the effectiveness level of Proficient II will be the current effectiveness level, to which other rules may apply. If the return occurs after that time frame, there will not be an existing effectiveness level and the new level will be determined solely from the evaluation rating, which will be based on the current evaluation score.
- A principal is named for a new school that will undergo planning for a school year, during which time no students are enrolled at the school. Because the principal will not be assigned an evaluation rating, the principal will carry over the current effectiveness level or, if new to PEI, will not have an effectiveness level for the following school year.
- In 2021-22, a principal earns a Proficient I rating that translates to a Proficient I effectiveness level for 2022-23. In the next evaluation cycle, the rating is Progressing III. Due to the rule *Stability of Effectiveness Levels*, the principal's effectiveness level for 2023-24 will remain at Proficient I; it will not drop to Progressing III. Moreover, the rating must be below Proficient I for two additional, consecutive years, through the 2025-26 evaluation cycle, before the effectiveness level will fall one level, to Progressing III, for 2026-27. Even if the rating for 2025-26 is lower than Progressing III, the 2026-27 effectiveness level will fall only one level, to Progressing III, because of the rule *One-level Change Limit*.
- A principal with a current Progressing II effectiveness level earns an evaluation rating of Proficient I, which is two steps higher than the current level. The effectiveness level for the next year will be Progressing III, one level higher than Progressing II, due to rule *One-level Change Limit*.

Scorecards

Administrators receive an annual scorecard that reports the outcomes of the scoring process, including metric statistics, point assignments for measures, component subscores, evaluation scores, evaluation ratings, and next-year effectiveness levels.

Chapter 2. Performance Measures

Performance measures assess the ability to lead transformation, improve instruction, develop a positive and professional school culture, and foster strong, supportive community relationships.

Annual maximum point values assigned to each performance measure are recorded in Appendix A. Point assignments may differ by year, by instrument (PEI or APEI), and by school type (elementary, middle, high).

Performance Measure: Principal or Assistant Principal Performance Rubric

Administrators receive a summative score based on observations by their supervisors. Summative scores are a percentage, ranging from 1-100. The summative score percentage is applied to points allotted to the Performance Rubric measure and rounded to the nearest integer. (See Appendix A.)

For information about the performance rubric, visit <http://www.dallasisd.org/Page/41972>

Performance Measure: Systems Review (discontinued)

The Systems Review measure was discontinued after the 2016-17 school year. The following description remains for historical purposes.

The systems review assesses the strength of “philosophy, processes, and implementation” in the school. The review is conducted by district-level coaches and evaluators, who also assess the quality of instruction and progress on the School Action Plan. A rubric identifies the systems at the school as being in one of four categories: unsatisfactory, weak, proficient, or strong. The categories are assigned point values of 1, 4, 7, or 10. In 2015-16, the point values were increased to 2, 6, 11, or 15 for principals but remained 1, 4, 7, or 10 for assistant principals.

Performance Measure: Improvement of Teacher Effectiveness

The measure was first used in 2015-16, when two years of Teacher Excellence Initiative evaluation outcomes were first available. This measure assesses the overall improvement in evaluation scores among teachers at the administrator’s school.

Each TEI evaluation score is converted to a standardized evaluation score, which is the result of renorming the distribution of z-score equivalents of TEI raw evaluation scores to a distribution with mean 700 and standard deviation 100.⁶ The standardized evaluation score provides information about the distance and direction of the score from the average for the year. Standardization allows scores to be compared not only from one year to the next but also across categories.

For example, if the average among Category A raw evaluation scores in a school year is 65 and the standard deviation is 15, a teacher’s Category A evaluation score of 71 is equivalent to a z-score of

⁶ To obtain the z-score, subtract the raw evaluation score from its category average, then divide the difference by its category standard deviation. The Teacher Excellence Initiative evaluation instrument identifies teachers in one of four categories, A-D, depending on the TEI measures available for a teacher.

$(71-65)/15$ or 0.40, indicating the teacher's score was 40 percent of one standard deviation above the average. The standardized score is $0.40 \times 100 + 700 = 740$. In the same year, assume the average Category C raw evaluation score is 74 with standard deviation 10. The Category C raw evaluation score that is equivalent to the Category A raw score is 78, because $(78-74)/10$ is 0.40. Therefore, both the Category A raw score of 71 and the Category C raw score of 78 equate to a standardized score of 740. By using standardized scores, scores from different years or different categories can be compared when the distributions of evaluation scores are different.

Assume the teacher with a current Category A raw evaluation score of 71 had a Category C raw evaluation score of 75 in the prior year. It cannot be assumed that the teacher's score "decreased," because the average and standard deviation of last year's Category C raw scores are likely different than those of current Category A raw scores. If the average and standard deviation were 72 and 12 among last year's Category C raw evaluation scores, then the z-score from the prior year is $(75-72)/12$ or 0.25, indicating an *improvement* from the prior year, with an increase of $0.40-0.25$ or 0.15 in the teacher's z-score. That equates to an increase of 15 in the standardized score.

The metric for this measure is the "teacher effectiveness score," which is defined as the average change in standardized evaluation scores from the previous year to the current year. The principal earns points for improving teacher effectiveness; the highest average changes among principals will be assigned the maximum number of points, according to the target distribution (see [TARGET DISTRIBUTION FOR SETTING CUT POINTS](#)).

A teacher must have valid evaluation scores from both years to have scores included in the teacher effectiveness score. Teachers who do not have evaluation scores, such as teachers in their first years as teachers in the district and those who do not receive a summative score from the performance rubric, are excluded from the teacher effectiveness score. Also excluded from the calculation of the statistic are evaluation scores of teachers who are recommended for non-renewal at the end of the school year.

Performance Measure: Congruence of Teachers' Performance and Achievement Scores

The measure was implemented for the first time in 2015-16 to coincide with the introduction of the Improvement of Teacher Effectiveness measure.

The measure was designed to minimize inflation of summative scores given by principals and assistant principals to their teachers using a Teacher Performance Rubric, which quantifies multiple observations of teacher performance in the classroom. A teacher's summative score is compared to her achievement score, and the relationship between the scores is examined relative to other teachers across the district.

The design of the metric was based on the district's belief that, in a fair, accurate, and rigorous evaluation system, these components of a teacher's evaluation will be correlated. For example, a teacher with an "exemplary" performance evaluation would more typically be expected to obtain higher student achievement results than a teacher with performance rated as "progressing."

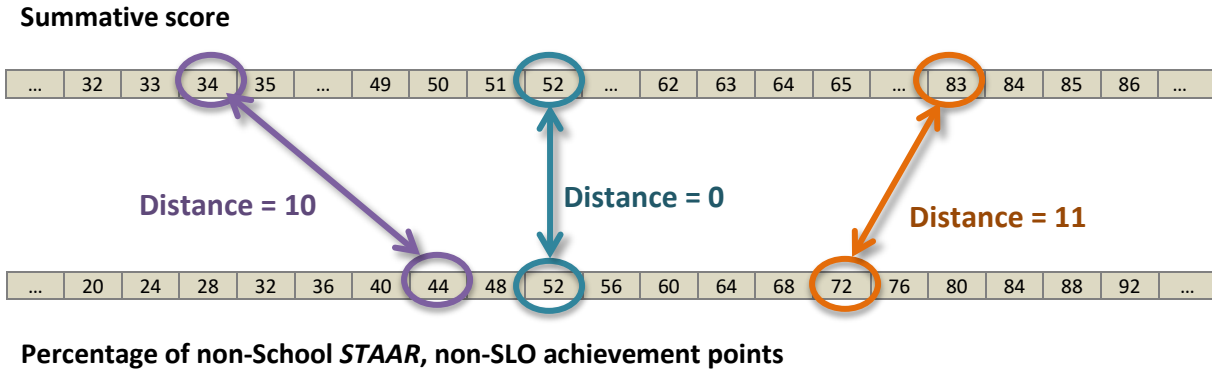


Figure 1. Congruence between teachers' performance and achievement is measured as the average of differences between the summative score and percentage of points in a subset of achievement points (non-STAAR, non-SLO).

The congruence metric is computed using the Student Achievement subscore from TEI that is the sum of points from student achievement measures, not including School STAAR and Student Learning Objective.⁷ This subscore is available for teachers in Categories A and B. There must be at least eight teachers with Categories A or B evaluation scores for the metric to be computed.

The congruence metric is derived as follows, for each Category A or Category B teacher:

1. Compute the distance (i.e., the absolute value of the difference) between a teacher's summative score (range 1-100) and the percentage of points earned of the Student Achievement subscore maximum.⁸ Figure 1 shows summative scores and percentages of achievement subscores for three teachers. The distances are 10, 0, and 11.
2. Sum all distances, then divide by the number of teachers with achievement scores to obtain the average distance.

The average distance is the principals' congruence score. Highest point values are assigned to averages closest to "0" according to the target distribution (see [TARGET DISTRIBUTION FOR SETTING CUT POINTS](#)).

Performance Measure: Student Attendance and Enrollment

This measure currently assesses improvement in the school's student attendance rate. Its single metric is average student attendance rate.

At a future date, the measure may include additional metrics that assess improvement in the percentage of students living within the school's attendance boundaries who are attending district schools or who remain at the school from year to year. If such metrics are developed, the principal will receive the greater of points earned from the metrics.

⁷ The School STAAR measure awards the same number of base points for every teacher at the campus, so its inclusion in the congruence metric is not appropriate. Likewise, the distribution of SLO scores has a very small variation. If included, these measures would lessen the chance that a principal will achieve congruence as measured by this metric.

⁸ To date, this maximum has been 25 points.

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](#)).

Performance Measure: Parent/Guardian Climate Survey

This measure is used only for PEI.

The measure assesses the school's engagement with parents and guardians and the support of this part of the school's community for the direction of the school. The district contracts with a vendor to conduct an annual survey that captures the guardians' experiences with and opinions about the direction of the school and quality of education provided to students.

Metrics for this measure are based only on items from the survey that focus on the school; items about the district specifically, or any items not specific to the school, are not included. In 2015-16, two metrics were defined.⁹ 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](#)).

Beginning in 2016-17, a provision regarding the number of respondents per campus was included 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 PEI evaluation score. See [REASSIGNMENT OF POINTS FOR MISSING Measures](#).

Performance Measure: 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. Results from the survey are used for numerous district initiatives in addition to PEI/APEI.

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."¹⁰ Results are reported to campuses at the item and scale level; the percentage for a scale will include all items grouped in that scale.

⁹ Prior to 2015-16, only the first metric ("percentage of positive responses") was used to determine points for the measure.

¹⁰ Remaining item responses are "strongly disagree," "disagree," and "neutral".

Items and scales can change over time. Since 2012-13, there have been four scales: Beliefs and Priorities, Positive Culture and Environment, Culture of Feedback and Support, and College-Going Culture. In 2016-17, additional items divided among four new scales were added for field testing, and in 2017-18 the new items and scales were included in reportable results. The new scales now included in statistics for PEI/APEI are Teacher-Principal Trust and Teacher-Teacher Trust. For descriptions of the scales as well as summaries of survey results, see reports on “Climate Survey” available by school year on the webpage for Dallas ISD’s Evaluation and Assessment Program Evaluation Department at <https://www.dallasisd.org/Page/42559>.

The Campus Climate Survey measure is designed differently for PEI and APEI.

Campus Climate Survey Metrics for PEI

The Campus Climate Survey performance measure first appeared in PEI for 2017-18.

There are two metrics defined based on the results from the spring administration of the climate survey. The first metric is the average of the scale-level percentages of positive responses. Six scales (listed above) are used for this percentage, and all scales are equally weighted. The second metric is the change in the average of scale-level percentages from the prior to current year. For computing the change, the averages from each year are based only on scales that existed in both years.¹¹

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).

Campus Climate Survey Metrics for APEI

Assistant principals have two metrics structured similarly to those for principals, but the two metrics are not based on the overall climate survey results. Rather, there are three subsets of items from which responses are used to compute statistics. The choice of which subset to use is determined by the assistant principal and her principal at the beginning of the school year as a “specific goal” for the AP.

The first option is the scale “Positive Culture and Environment.” All items from this scale are included in the statistics.

The second option is a summary of three items related to instructional support received by teachers. The items are:

1. “My campus leadership helps me improve the quality of my instruction.”
2. “The instructional feedback I get helps me improve the quality of my instruction.”
3. “The professional development sessions at my school this year helped me improve instruction.”

The third option is a summary of two items related to student discipline. The items are:

1. “Discipline is enforced consistently and effectively at my campus.”
2. “Unruly students are not permitted to disrupt the learning environment.”

¹¹ For example, results from two new scales were first available in 2017-18. Because results do not exist for those scales in 2016-17, the change statistic will include average percentages based only on the four original scales.

In each case, the first metric is the percentage of positive responses from all items in the subset. The second metric is the change in the percentage 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).

Chapter 3. Achievement Measures

Metrics defined for PEI/APEI 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. For *STAAR* and the district's *Assessments of Course Performance*, or *ACPs*, the PEI/APEI measures correspond to measures that are used in TEI achievement scores. The measures from the two systems share metric definitions, with PEI/APEI metrics using results from all students at the school and TEI metrics using results from students scheduled into a teacher's courses.

Annual maximum point values assigned to each achievement measure are recorded in Appendix A. Point assignments may differ by year, by instrument (PEI or APEI), and by school type (elementary, middle, high).

"Status" metrics and point caps

Achievement measures that are based on student assessment results and have more than one metric 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.).

Beginning in 2014-15, 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.

Achievement Measure: School *STAAR* results

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* and in both English and Spanish.

The measure has three metrics: (1) percentage of *STAAR* scores at the "met grade level" performance standard¹², (2) School *STAAR* SEI, and (3) School *STAAR* academic peer group.

¹² Formerly called the panel-recommended or "final" Level II standard.

When assigning point values to metrics for School STAAR, elementary schools are separated from secondary schools, so that two sets of cut points are created for the measure's metrics.

In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data.

Metric 1: Percentage of STAAR scores at “met grade level” performance standard

Definition

Percentage of all STAAR 3-8 or STAAR EOC first-administration results that are at the “met grade level” performance standard.¹²

Student Population

Students enrolled at the school on the PEIMS snapshot date¹³ who also tested at the school. First administration results only, including *only* first-time results from Fall and Spring EOC testing.

Calculation and Equations

Divide the number of STAAR results at the “met grade level” standard by the number of STAAR tests taken by students at the school.

Percent at grade level = $\frac{x_{\text{level}}}{n_{\text{tests}}} \times 100\%$, where

x_{level} = number of all STAAR tests at grade level

n_{tests} = number of all STAAR tests

Example 1: School STAAR Percentage at Grade Level (Elementary)

An elementary school administers 4,500 STAAR tests to students. Of those STAAR tests, 675 of the scores were at the “met grade level” standard.

Calculations

$x_{\text{level}} = 675$

$n_{\text{tests}} = 4,500$

Percent at grade level = $\frac{675}{4,500} \times 100\% = 15.0\%$

Point Assignment

The school's percentage is less than 20 percent and earns 0 points.

Percentage (p) of tests at grade level	Points
$p \geq 65.0\%$	6
$40.0\% \leq p < 65.0\%$	4
$20.0\% \leq p < 40.0\%$	2
$p < 20.0\%$	0

¹³ Last Friday of October. PEIMS is the acronym for the TEA's Public Education Information Management System.

Example 2: School STAAR Percentage at Grade Level (Secondary)

A middle school administers 2,500 STAAR 3-8 and STAAR EOC tests to students. Of those STAAR tests, 1,423 of the scores were at the “met grade level” standard.

Calculations

$$x_{\text{level}} = 1,423$$

$$n_{\text{tests}} = 2,500$$

$$\text{Percent at grade level} = \frac{1,423}{2,500} \times 100\% = 56.9\%$$

Point Assignment

The school’s percentage is more than 55 percent and earns 6 points.

Percentage (p) of tests at grade level	Points
$p \geq 55.0\%$	6
$35.0\% \leq p < 55.0\%$	4
$15.0\% \leq p < 35.0\%$	2
$p < 15.0\%$	0

Metric 2: School STAAR SEI

Definition

A value-added measure based on hierarchical linear modeling. A method of measuring student performance in relation to the performance of other similar district students, where similarity is determined using key variables shown to be predictive of student tests scores, such as prior-year performance and demographic characteristics.

Student Population

Students with relative gain scores (requiring a current-year score and two prerequisite prior-year scores) who were enrolled at the school by the start of any STAAR test term (typically the first day of the second six-week grading period) and were enrolled and in attendance for 85 percent of days during the test term. The test term will vary by STAAR test. See Appendix D. For SEIs, a student’s attendance for a day is based on the official attendance period for that day.

Calculation and Equations

The School STAAR SEI is the weighted average of the school’s STAAR 3-8 or STAAR EOC SEIs. (Weights are the numbers of students used in calculating each SEI.) Detailed information on SEI calculation methods is available at <http://mydata.dallasisd.org/SL/SD/SEI/Default.jsp>

The SEI calculation process comprises the following general steps:

1. Classify, or “group,” students by their performance on two tests from the previous school year. The prior-year tests are selected because their scores are predictive of scores from the current-year test of interest.
2. Classify students by common characteristics such as socio-economic status, English language proficiency, and gender.

3. Compute students' *expected scores*.¹⁴
4. Compute students' relative gain scores. This score is an indicator of how a student performed relative to the student's expected score.¹⁵
5. Use the student relative gain scores to compute an SEI for each *STAAR 3-8* and *STAAR EOC* test.¹⁶
6. Compute an overall School *STAAR* SEI:

$$\text{STAAR SEI} = \frac{\sum_{t=1}^k (x_t * n_t)}{N}, \text{ where}$$

k = number of *STAAR* tests with a SEI

x_t = SEI for *STAAR* test t

n_t = number of students taking *STAAR* test t

N = total *STAAR* tests ($\sum_{t=1}^k n_t$)

Example 1: School *STAAR* SEI (Elementary)

An elementary school has 606 current-year scores from nine *STAAR 3-8* tests ($k = 9$) that can be matched to prerequisite prior-year scores for students who met the minimum attendance requirement at the school.

Calculations

Test-level SEIs are presented in the table below.

Weighted average

$$= \frac{(49.6*50)+(51.2*67)+(52.6*58)+(47.3*68)+(53.7*50)+(52.4*58)+(49.5*62)+(55.9*68)+(48.5*68)}{549}$$

$$= 28070/549 = 51.1$$

Test (t)	Students Tested (n_t)	SEI (x_t)
Grade 3 Reading	50	49.6
Grade 3 Reading (Spanish)	67	51.2
Grade 4 Reading	58	52.6
Grade 4 Reading (Spanish)	62	49.5
Grade 5 Reading	68	47.3
Grade 3 Mathematics	50	53.7
Grade 4 Mathematics	58	52.4
Grade 5 Mathematics	68	55.9
Grade 5 Science	68	48.5
$N = 549$		

¹⁴ "Expected score" is the score that would be expected of the student given the values of all independent variables (prior-year scores and demographics) and how other students with similar independent variable values scored on the current-year test of interest. The expected score is not related to or based upon the "passing" or "proficiency" standard of the test. The district's VAM fits student and school data to a hierarchical linear model to determine the expected score.

¹⁵ Relative gain scores are scaled for comparability so that the average RGS is 50 with a standard deviation of 10. Thus, relative gain scores below 45 can be considered "below average," scores above 55 can be considered "above average," and scores between 45 and 55 can be considered "average." About 38 percent of relative gain scores fall between 45 and 55.

¹⁶ SEIs, like relative gain scores, are scaled for comparability. For SEIs, however, the average SEI for a test is 50 with a standard deviation of 5 (not 10). The range for "average" SEIs can be considered as roughly 48 to 52.

Point Assignment

The school's ranking is between 50 and 61 and earns 6 points.

SEI statistic (s)	Points
$s \geq 65.0$	10
$61.0 \leq s < 65.0$	8
$50.0 \leq s < 61.0$	6
$44.0 \leq s < 50.0$	4
$31.0 \leq s < 44.0$	2
$s < 31.0$	0

Example 2: School STAAR SEI (Secondary)

A middle school has 1,248 current-year scores from nine STAAR tests ($k = 9$) that can be matched to prerequisite prior-year scores for students who met the minimum attendance requirement at the school.

Calculations

Test-level SEIs are presented in the table.

Test (t)	Students (n_t)	SEI (x_t)
Grade 6 Reading	99	51.2
Grade 7 Reading	120	45.8
Grade 8 Reading	139	55.5
Grade 6 Mathematics	123	46.9
Grade 7 Mathematics	132	52.7
Grade 8 Mathematics	154	52.4
Algebra I	121	46.7
Grade 8 Science	110	50.9
Grade 8 Social Studies	146	48.5
$N = 1144$		

Weighted average

$$= \frac{(51.2 \cdot 99) + (45.8 \cdot 120) + (55.5 \cdot 139) + (46.9 \cdot 123) + (52.7 \cdot 132) + (52.4 \cdot 154) + (46.7 \cdot 121) + (50.9 \cdot 110) + (48.5 \cdot 146)}{1144}$$
$$= 57404.7 / 1144 = 50.2$$

Point Assignment

The school's ranking is between 44 and 52 and earns 4 points.

SEI statistic (s)	Points
$s \geq 62.0$	10
$58.0 \leq s < 62.0$	8
$52.0 \leq s < 58.0$	6
$44.0 \leq s < 52.0$	4
$31.0 \leq s < 44.0$	2
$s < 31.0$	0

Metric 3: School STAAR Academic Peer Group

Definition

A relative and value-added metric that measures the percentage of students who meet or exceed the average score of their “academic peer groups.” Students with scores from a current-year STAAR test are divided into four academic peer groups based on their scores from a prerequisite prior-year test:

1. Students with scores at or below the 20th percentile
2. Students with scores above the 20th but at or below the 50th percentile
3. Students with scores above the 50th but at or below the 80th percentile
4. Students with scores above the 80th percentile

The current-year test and its prerequisite prior-year test are typically same-subject tests, but in the absence of a viable prior-year test in the same subject, a reading/language arts test is used. The prior-year test may not be a STAAR test; in some cases, the prior-year test *cannot* be a STAAR test and thus will be a norm-referenced or ACP test. There must be sufficient numbers of students with both current-year and prior-year scores to select a test as the prerequisite.

Student Population

Students with at least one current-year score matched to the prerequisite prior-year score who were enrolled at the school by the start of any STAAR test term (typically the first day of the second six-week grading period) and were enrolled and in attendance for 85 percent of days during the test term. The test term will vary by STAAR test. See Appendix D. For school-level academic peer group statistics, a student’s attendance for a day is based on the official attendance period for that day.

Calculation and Equations

The academic peer group statistic is calculated as follows:

1. For all district students with scores from a STAAR test of interest, assign them to academic peer groups using their scores from prerequisite prior-year tests; students will likely “belong” to different peer groups for each of their tests
2. Within each peer group, compute the districtwide average score on the **current-year** STAAR test
3. For each current-year score in each peer group, determine if the score is at or above the peer group’s average score
4. For each of the four groups (regardless of test), count the total number of test scores from the school in the group (n_i below) and count the number of scores from the school that were at or above the group’s average (x_i below)
5. Calculate overall academic peer group statistic for the school:

School’s percentage exceeding peer group average score = $\frac{x_1+x_2+x_3+x_4}{n_1+n_2+n_3+n_4} \times 100\%$, where:

x_g = number of Group g scores above the Group g average, $g = 1, 2, 3, 4$

n_g = number of Group g scores, $g = 1, 2, 3, 4$

Example 1: School STAAR Academic Peer Group (Elementary)

An elementary school has 558 STAAR test scores. Of these scores, 296 exceeded the average score in the students' academic peer groups. For example, for the STAAR Mathematics tests, there were 65 students at the school in Group 2, indicating that 65 students had prior-year mathematics scores between the 20th and 50th district percentiles. Of those 65 students, 30 achieved scores on the current-year mathematics test (in grades 3, 4, or 5) that were above their peer groups' averages.

Calculations

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
STAAR Reading	25 / 48	32 / 60	40 / 71	29 / 60
STAAR Mathematics	26 / 55	30 / 65	40 / 75	25 / 44
STAAR Science	10 / 15	11 / 15	15 / 23	13 / 27
# scores over average	$x_1 = 61$	$x_2 = 73$	$x_3 = 95$	$x_4 = 67$
# scores	$n_1 = 118$	$n_2 = 140$	$n_3 = 169$	$n_4 = 131$

School's percentage exceeding peer group average score = $\frac{61+73+95+67}{118+140+169+131} \times 100\% = 53.0\%$

Point Assignment

The school's percentage is between 51 and 60 and earns 8 points.

Percentage (p) of scores over average	Points
$p \geq 60.0\%$	10
$51.0\% \leq p < 60.0\%$	8
$40.0\% \leq p < 51.0\%$	6
$32.0\% \leq p < 40.0\%$	4
$25.0\% \leq p < 32.0\%$	2
$p < 25.0\%$	0

Example 2: School STAAR Academic Peer Group (Secondary)

Calculations

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
STAAR Reading	95 / 119	110 / 141	68 / 96	61 / 89
STAAR Mathematics	108 / 126	121 / 149	60 / 91	51 / 76
STAAR Social Studies	40 / 55	29 / 48	12 / 19	9 / 18
STAAR Science	12 / 18	45 / 59	26 / 38	15 / 25
# scores over average	$x_1 = 255$	$x_2 = 305$	$x_3 = 166$	$x_4 = 136$
# scores	$n_1 = 318$	$n_2 = 397$	$n_3 = 244$	$n_4 = 208$

School's percentage exceeding peer group average score = $\frac{255+305+166+136}{318+397+244+208} \times 100\% = 73.9\%$

Point Assignment

The school's percentage is above 65 percent and earns 10 points.

Percentage (p) of scores over average	Points
$p \geq 65.0\%$	10
$50.0\% \leq p < 65.0\%$	8
$43.0\% \leq p < 50.0\%$	6
$35.0\% \leq p < 43.0\%$	4
$23.0\% \leq p < 35.0\%$	2
$p < 23.0\%$	0

School STAAR Measure Point Value

The point value for the School STAAR measure is the highest of the three metric point values.

Example 1: School STAAR Point Assignment (Elementary)

In the School STAAR metric examples, the elementary school received 0, 6, and 8 points for metrics 1, 2, and 3. The School STAAR measure score for this school is 8 points.

Example 2: School STAAR Point Assignment (Secondary)

In the School STAAR metric examples, the middle school received 6, 4, and 10 points for metrics 1, 2, and 3. The School STAAR measure score for this school is 10 points.

Achievement Measure: School ACP results

The measure uses results for *Assessments of Course Performance*, or ACPs, taken by students who met requirements for enrollment and attendance at the school. For this measure's statistics, only results from exams in the content areas of reading/language arts, mathematics, social studies, and science are included. As of 2023-24, the ACPs are administered only to students in select high school courses and in non-STAAR tested middle school grades.

The measure has three metrics: (1) percentage of tests with proficient ("passing") scores, (2) ACP SEI, and (3) ACP academic peer group. The metric definitions for School ACP are analogous to those for School STAAR. Middle and high schools are separated for the creation of cut points for School ACP metrics.¹⁷

Achievement Measure: School Norm-Referenced results

The measure uses results from nationally normed assessments that are administered as an "end of term" assessment to all schools of the same type (elementary, middle, or high) using secure test-administration protocols. 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 measure was first employed in 2021-22 for elementary schools as an early learning measure. Results were used for students in grades 1 and 2 from the winter and spring administrations of NWEA's MAP

¹⁷ In prior years when ACPs were administered to elementary school students, elementary and secondary campuses were separated for the creation of cut points for School ACP metrics. When most core content ACPs in middle school were replaced with a nationally normed assessment, the results for middle and high schools were separated.

Growth in reading and mathematics.¹⁸ For schools with students in these early grades, points previously assigned to School ACP were split between the two measures.

In 2023-24, NWEA's *MAP Growth* in reading and mathematics replaced the district's *Assessments of Course Performance* as "middle-of-year" reading and mathematics assessments for students in grades 3-8.¹⁹ The School Norm-Referenced measure was thereafter split into separate measures, one for results from students in grades 3-8 and one for results from students in grades 1-2.

All versions of the School Norm-Referenced measure have the same three metrics each year. There are two growth metrics that are computed every year, regardless of the norm-referenced assessment selected by the district, and these are analogous to those computed for School STAAR: (1) School Norm-Referenced SEI and (2) School Norm-Referenced APG. (The actual labels used for scorecards and cut point documentation will be specific to the norm-referenced test selected by the district, e.g., *MAP Growth* or *i-Ready*.)

The third metric will vary depending on the selection of assessment:

In years when the NWEA *MAP Growth* assessment was the norm-referenced test, the district had available an additional growth statistic provided by NWEA: the Conditional Growth Index, or CGI, a value-added statistic computed by NWEA that measures a student's performance on an assessment relative to the performance of all students taking the *MAP Growth* who have similar assessment variables. The CGI reflects a standard deviation from average, with zero representing no deviation from average. The range of the CGI is approximately -3 to 3. The school's statistic was the reliability-adjusted average of eligible students' CGI statistics.

As other norm-referenced assessments are selected, the third metric will be defined based on the availability of data from the vendor. For 2024-25, the School Norm-Referenced measures will use student results from the *i-Ready* assessment in reading and mathematics. A third metric will not be used for 2024-25, but one may be defined in 2025-26 pending the availability of data from the vendor.

When assigning point values to metrics for School Norm-Referenced 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.

Achievement Measure: School Achievement Gap

The metric for this measure is designed to reward a decrease in the STAAR reading and mathematics achievement gap between the school's results for African American and Hispanic students and the state's results for white students. A single "gap statistic" for a school year is computed as follows:

1. Compute the difference (state from school) in percentages of scores at the "approaches grade level" performance standard for each subject area and each student group, resulting in four differences or "gaps"

¹⁸ Results from students in kindergarten are not included in achievement statistics because they cannot be used in growth statistics, which require prior-year scores.

¹⁹ Students taking courses for high school credit, such as Algebra I, are administered the appropriate ACP.

2. Weight each subject-area gap by the number of district test results for the subject and student group
3. Sum the weighted gaps across subjects and student groups
4. Divide the sum of weighted gaps by the total number of test results

The metric is defined as the change between current and prior years. A negative difference implies (a) the school's negative gap with the state has widened (farther below than the prior year) or (b) the school's positive gap with the state has narrowed (not as high above as the prior year). A positive difference implies (a) the school's negative gap with the state has narrowed (not as far below as in the prior year) or (b) the school's positive gap with the state has widened (farther above than the prior year).

Highest positive differences are assigned the highest point values, according to the target distribution (see [TARGET DISTRIBUTION FOR SETTING CUT POINTS](#)).

Achievement Measure: College Readiness

Elementary and Middle Schools

Prior to the removal of the Writing assessment from the *STAAR* program, the points for this measure are equivalent to the highest points earned from one of three *STAAR* metrics. The metrics are the same as for [ACHIEVEMENT MEASURE: SCHOOL STAAR RESULTS](#), with the exception that only ***STAAR* writing** scores were used in their computation. Since the Writing assessment ended, no replacement measure has yet been defined for elementary and middle schools. The measure's points have been reassigned to the Career Readiness measure.

High Schools

The measure was first introduced for high school principals in 2013-14, the second year of PEI.²⁰ In 2023-24, the *TSIA-2* replaced the *ACT*. Prior to the change, scores from the *ACT* subject tests of reading, English, mathematics, and science were used in the metric statistics. All calculations described in this section are the same after the substitution.

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.

²⁰ In 2012-13, achievement points for high school principals were prorated. See [DISTRIBUTING POINTS FOR MISSING MEASURES](#).

- Scores are from the student's latest administration only.²¹

Metric 1: Percentage of students meeting college-ready criteria

The statistic computed for each high school is the percentage of grade 12 students meeting at least one college-ready criterion: SAT Evidence-based Reading and Writing score at least 480; SAT Mathematics score at least 530; TSIA-2 Reading Language Arts score at least 940; or TSIA-2 Mathematics score at least 950.²²

Metric 2: College Readiness SEI

Metric definition beginning 2016-17

Beginning in 2016-17, the second metric for high school principals' College Readiness measure is a weighted SEI using students' scores from two TSIA-2 subject tests (reading language arts and mathematics) and two SAT sections (evidence-based reading and writing and mathematics). The construction of the models for this metric is the same as for the School STAAR SEI, including the weighting of the four SEIs to obtain an overall college-readiness SEI. See [METRIC 2: SCHOOL STAAR SEI](#). Predictors for this SEI are pairs from among the three PSAT subtests: reading, mathematics, and writing, with the two most predictive used for each dependent variable.

Metric definition for 2013-14 through 2015-16

From 2013-14 through 2015-16, the second metric was defined as "Improvement in the average ACT composite score" and used existing school-level average ACT composite scores in a linear regression model to determine if the school performed better or worse than expected when compared to other district campuses.

The dependent variable was the school's current-year average ACT composite score. The independent variable was an average of the three, consecutive prior school-level averages. For example, in 2014-15, the independent variable was the average of the school-level averages from 2013-14, 2012-13, and 2011-12. Residuals from this simple linear regression model were standardized to a mean of 0 and a standard deviation of 1, and the standardized residuals were the statistics for Metric 2. The largest residuals were awarded highest points.

Metric 3: College Readiness Academic Peer Group

Metric definition beginning 2016-17

Beginning in 2016-17, the third metric for high school principals' college-readiness achievement measure will be an academic peer group statistic using students' scores from two TSIA-2 subject tests (reading language arts and mathematics) and two SAT sections (evidence-based reading and writing and mathematics). The construction of the models for this metric is the same as for the School STAAR

²¹ All SAT scores for 2015-16 administrations prior to March 2016 were converted to equivalent scores from the new SAT, first administered in March 2016. Conversion was done using The College Board's concordance tables. When used in year-to-year comparisons, scores from school years prior to 2015-16 were also converted to their new SAT equivalents.

²² These criteria are subject to change. They follow from state accountability and other state requirements for college readiness.

academic peer group metric. See [METRIC 3: SCHOOL STAAR ACADEMIC PEER GROUP](#). Prior-year scores for this APG statistic are from the *PSAT* reading section and *PSAT* mathematics section.

Metric definition for 2013-14 through 2015-16

From 2013-14 through 2015-16, the third metric was defined as “Improvement in the average SAT reading/mathematics summed score” and used existing school-level average SAT scores in a linear regression model to determine if the school performed better or worse than expected when compared to other district campuses.

The dependent variable was the school’s current-year average SAT reading/mathematics summed score. The independent variable was an average of the three prior, consecutive school-level averages. For example, in 2014-15, the independent variable was the average of the school-level averages from 2013-14, 2012-13, and 2011-12. Residuals from this simple linear regression model were standardized to a mean of 0 and a standard deviation of 1, and the standardized residuals were the statistics for Metric 3. The largest residuals were awarded highest points.

Achievement Measure: Career Readiness

Elementary and Middle Schools

For middle and elementary school principals, the points for this measure are equivalent to the highest points earned from one of three *STAAR* metrics. The metrics are the same as for [ACHIEVEMENT MEASURE: SCHOOL STAAR RESULTS](#), with the exception that only ***STAAR* reading and mathematics tests for grades 5 and 8** are used in their computation. A separate set of cut points will be created specifically for these statistics; the cut points will not be the same as produced for the overall School *STAAR* measure.

High Schools

There are two metrics proposed for the high-school version of the career readiness measure.

1. Graduation rate
2. Percentage of graduates receiving a career-ready certificate

As of 2015-16, only the graduation rate metric has been defined. The district has not yet created its career-ready certification program for high school students.

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](#)).

Achievement Measure: Feeder Group *STAAR* results (discontinued)

The measure was last used in 2014-15. Its definition remains in this document for historical purposes.

The principal's score for the measure was determined analogously to the School *STAAR* measure with the exception that statistics were created using results from all students in the school’s feeder group. See

ACHIEVEMENT MEASURE: SCHOOL STAAR RESULTS. All school in the feeder group received the same number of points for this measure.

Results from students at alternative, magnet, or choice schools were not included in the feeder group's statistics. Principals at those campuses did not receive points for the feeder group; instead, they were awarded points based on the higher of the two value-added outcomes from School *STAAR*: School *STAAR* SEI or School *STAAR* Academic Peer Group.

Appendix A. Component and Measure Point Values by Year

An asterisk (*) after a point value identifies measures that were not defined or available. Points assigned to the undefined measure were distributed proportionally among other measures within the same component (performance or achievement). To achieve proportional reassignment of points, the ratio of the employee's earned point total to the employee's maximum possible point total (without any unavailable measures) is multiplied by the instrument's defined point total (with all defined measures).

2023-24 through 2025-26

PEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	40	40	40
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Parent/Guardian Survey	5	5	5
Campus Climate Survey (overall)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School STAAR results	10	10	10
School ACP results	10	5	—
School Norm-Referenced [†] results (3-8)	—	5	5
School Norm-Referenced [†] results (1-2)	—	—	5
School Achievement Gap	5	5	5
College Readiness	5	—	—
Career Readiness	5	10	10
High Priority Campus Service Points (Total: 8-9)			

[†]2023-24: NWEA's *MAP Growth*; 2024-25: Curriculum Associates' *i-Ready*

APEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	45	45	45
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Campus Climate Survey (select items)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School STAAR results	10	10	10
School ACP results	10	5	—
School Norm-Referenced [†] results (3-8)	—	5	5
School Norm-Referenced [†] results (1-2)	—	—	5
School Achievement Gap	5	5	5
College Readiness	5	—	—
Career Readiness	5	10	10
High Priority Campus Service Points (Total: 8-9)			

[†]2023-24: NWEA's *MAP Growth*; 2024-25: Curriculum Associates' *i-Ready*

2021-22 through 2022-23

PEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	40	40	40
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Parent/Guardian Survey	5	5	5
Campus Climate Survey (overall)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School <i>STAAR</i> results	10	10	10
School <i>ACP</i> results	10	10	5
School Norm-Referenced [†] results (1-2)	—	—	5
School Achievement Gap	5	5	5
College Readiness	5	5*	5*
Career Readiness	5	5	5
High Priority Campus Service Points (Total: 6-7)			

[†]NWEA's *MAP Growth*

APEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	45	45	45
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Campus Climate Survey (select items)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School <i>STAAR</i> results	10	10	10
School <i>ACP</i> results	10	10	5
School Norm-Referenced [†] results (1-2)	—	—	5
School Achievement Gap	5	5	5
College Readiness	5	5*	5*
Career Readiness	5	5	5
High Priority Campus Service Points (Total: 6-7)			

[†]NWEA's *MAP Growth*

2017-18 through 2020-21

PEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	40	40	40
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Parent/Guardian Survey	5	5	5
Campus Climate Survey (overall)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School STAAR results	10	10	10
School ACP results	10	10	10
School Achievement Gap	5	5	5
College Readiness	5	5	5
Career Readiness	5	5	5
High Priority Campus Service Points [†] (Total: 5)			

[†]2020-21 only

APEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	45	45	45
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Campus Climate Survey (select items)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School STAAR results	10	10	10
School ACP results	10	10	10
School Achievement Gap	5	5	5
College Readiness	5	5	5
Career Readiness	5	5	5
High Priority Campus Service Points [†] (Total: 5)			

[†]2020-21 only

2015-16 through 2016-17

PEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	30	30	30
Systems Review	15	15	15
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Parent/Guardian Survey	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School <i>STAAR</i> results	10	10	10
School <i>ACP</i> results	10	10	10
School Achievement Gap	5	5	5
College Readiness	5	5	5
Career Readiness	5	5	5

APEI

Performance Measures (Total: 65)	High	Middle	Elementary
Performance Rubric	35	35	35
Systems Review	10	10	10
Improvement of Teacher Effectiveness	5	5	5
Congruence of Teacher's Performance and Achievement Scores	5	5	5
Student Attendance	5	5	5
Campus Climate Survey (select items)	5	5	5
Achievement Measures (Total: 35)	High	Middle	Elementary
School <i>STAAR</i> results	10	10	10
School <i>ACP</i> results	10	10	10
School Achievement Gap	5	5	5
College Readiness	5	5	5
Career Readiness	5	5	5

2012-13 through 2014-15

PEI

Performance Measures (Total: 60)	High	Middle	Elementary
Performance Rubric	30	30	30
Systems Review	10	10	10
Improvement of Teacher Effectiveness	5*	5*	5*
Congruence of Teacher's Performance and Achievement Scores	5*	5*	5*
Student Attendance	5	5	5
Parent/Guardian Survey	5	5	5
Achievement Measures (Total: 40)	High	Middle	Elementary
School <i>STAAR</i> results	10	10	10
School <i>ACP</i> results	7	7	7
School Achievement Gap	5	5	5
College Readiness	10* [†]	10	10
Career Readiness	5	5	5
Feeder Group <i>STAAR</i> results	3	3	3

[†]Measure not defined in 2012-13 but was defined for subsequent years

Appendix B. Reassigning Achievement Measure Points

Point values for an achievement measure must be reassigned when a school does not have data with which to compute achievement statistics for that measure. Beginning in 2024-25, the reassignment of these points is predetermined, as outlined in this appendix.

When statistics are not available for *performance measures*, the points for measure are reassigned proportionately across all other performance measures. See REASSIGNMENT OF POINTS FOR MISSING Measures.

2023-24 through 2025-26

School Type	Achievement Measure	Pts	Reassigned Points					
			#1	#2	#3	#4	#5	#6
Elementary	School STAAR	10	10	20	15	–		
	School Norm-Referenced (3-8)	5	10	5	5	–		
	School Norm-Referenced (1-2)	5	–	5	5	35		
	School Achievement Gap	5	5	5	–	–		
	Career Readiness (STAAR Rd/Ma 5/8)	10	10	–	10	–		
Middle	School STAAR	10	10	20	15			
	School ACP	5	–	5	5			
	School Norm-Referenced (3-8)	5	10	5	5			
	School Achievement Gap	5	5	5	–			
	Career Readiness (STAAR Rd/Ma 5/8)	10	10	–	10			
High	School STAAR	10	10	10	15	15		
	School ACP	10	10	10	15	10		
	School Achievement Gap	5	5	5	5	–		
	College Readiness (entrance exams)	5	10	–	–	5		
	Career Readiness (graduation rate)	5	–	10	–	5		

Appendix C. Point Ranges for Evaluation Ratings by Year

2025-26

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-38	39-51	52-57	58-62	63-71	72-76	77-79	80-110

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-40	41-56	57-62	63-65	66-76	77-80	81-85	86-110

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-42	43-52	53-59	60-63	64-73	74-78	79-83	84-110

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-40	41-57	58-62	63-66	67-77	78-80	81-81	88-110

2024-25

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-36	67-52	53-58	59-61	62-71	72-76	77-79	80-110

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-46	47-56	57-63	64-66	67-74	75-79	80-84	85-110

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-42	43-52	53-59	60-62	63-73	74-78	79-84	85-110

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-46	47-56	57-63	64-66	67-76	77-80	81-86	87-110

2023-24

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-41	42-52	53-58	59-62	63-73	74-77	78-82	83-108

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-43	44-54	55-61	62-66	67-75	76-79	80-84	85-108

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-44	45-53	54-59	60-65	66-74	75-79	80-85	86-108

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-45	46-55	56-62	63-67	68-77	78-81	82-86	87-108

2022-23

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-40	41-53	54-59	60-64	65-74	75-79	80-83	84-107

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-46	47-54	55-61	62-66	67-75	76-78	79-83	84-107

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-40	41-54	55-60	61-65	66-75	76-81	82-84	85-107

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-47	48-55	56-62	63-68	69-76	77-80	81-85	86-107

2021-22

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-39	40-51	52-59	60-65	66-74	75-81	82-85	86-106

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-45	46-54	55-61	62-66	67-75	76-79	80-85	86-106

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-40	41-52	53-61	62-66	67-76	77-82	83-86	87-106

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-46	47-55	46-62	63-68	69-76	77-82	83-88	89-106

2018-19

Comprehensive Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-36	37-50	51-57	58-64	65-70	71-75	76-80	81-100

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-47	48-54	55-61	62-66	67-73	74-79	80-85	86-100

Choice Schools

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-36	37-50	51-58	59-64	65-73	74-79	80-85	86-100

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-47	48-55	56-62	63-67	68-74	75-80	81-86	87-100

2017-18

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-41	42-50	51-58	59-64	65-74	75-79	80-85	86-100

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-41	42-52	53-59	60-65	66-72	73-77	78-84	85-100

2016-17

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-32	33-48	49-57	58-64	65-74	75-81	82-89	90-100

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-41	42-52	53-58	59-64	65-72	73-76	77-83	84-100

2015-16

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-32	33-47	48-54	55-62	63-73	74-78	79-85	86-100

APEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-33	34-46	47-54	55-61	62-72	73-77	78-83	84-100

2014-15

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-35	36-45	46-55	56-63	64-71	72-79	80-87	88-100

2013-14

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-35	36-45	46-55	56-63	64-71	72-79	80-87	88-100

2012-13

PEI

Unsatisfactory	Progressing			Proficient			Exemplary
	I	II	III	I	II	III	
0-37	38-44	45-51	52-58	59-65	66-72	73-79	80-100

Appendix D. Recent Scheduling and Attendance Requirements for Growth Achievement Metrics

Students must meet scheduling and attendance requirements for their test scores to be eligible for inclusion in a school's School Effectiveness Index and Academic Peer Group achievement metrics.²³

Students must be scheduled at the school by the start day of the test term and must be in attendance at least 85 percent of the days during a test term. Absences, withdrawals, or transfers to another campus result in "absences." The maximum numbers of absences listed below is only applicable if the student was scheduled into a course by the first day of the test term. If a student is absent for more than the maximum number of days shown below, the student cannot meet the 85 percent attendance requirement.

Test terms are subject to change pending changes to the district testing calendar, student calendar, or TEI Roster Verification schedule. They may also change due to other procedural changes or inclement weather days that occur during the school year.

For year-long and Semester 1 tests, the first day of the test term is the first instructional day in October. For semester 2 tests, the first day of the test term is the first instructional day on or after the second Monday of the second semester.

Test terms may end several days before the associated testing window ends so that rosters can be finalized for teachers to review during TEI Roster Verification, which begins in early May.

School Year 2025-26

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
ACPs during first semester	FALL	October 1	December 12	38	6
MOY <i>i-Ready</i>	MOY	October 1	November 21	29	5
STAAR EOC English I-II STAAR 3-8 Reading Language Arts	STAAR1	October 1	April 2	86	15
STAAR EOC Algebra I STAAR EOC Biology STAAR EOC U.S. History STAAR 3-8 Mathematics STAAR 3-8 Social Studies STAAR 3-8 Science	STAAR2	October 1	April 10	89	16
ACPs during second semester	SPR1	January 21	April 30	52	9
EOY <i>i-Ready</i>	EOY1	January 21	April 30	52	9

²³ For their scores to be used in school-level status achievement statistics, students must have been enrolled at the school on the PEIMS snapshot date and must take the relevant assessment at the campus. "Days in attendance" is not a consideration for school-level status statistics, analogous to the TEA's accountability subset used for state accountability statistics.

School Year 2024-25

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
ACPs during first semester	FALL	October 1	December 13	39	6
MOY <i>i-Ready</i>	MOY	October 1	November 22	30	5
STAAR EOC English I-II STAAR 3-8 Reading Language Arts	STAAR1	October 1	April 7	92	16
STAAR EOC Algebra I STAAR EOC Biology STAAR EOC U.S. History STAAR 3-8 Mathematics STAAR 3-8 Social Studies STAAR 3-8 Science	STAAR2	October 1	April 14	96	17
ACPs during second semester	SPR1	January 21	April 30	55	9
EOY <i>i-Ready</i>	EOY1	January 21	April 30	55	9

School Year 2023-24

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
ACPs during first semester	FALL	October 2	December 15	39	7
Winter MAP Growth	MOY	October 2	November 17	27	4
STAAR EOC English I-II STAAR 3-8 Reading Language Arts	STAAR1	October 2	April 8	90	16
STAAR EOC Algebra I STAAR EOC Biology STAAR EOC U.S. History STAAR 3-8 Mathematics STAAR 3-8 Social Studies STAAR 3-8 Science	STAAR2	October 2	April 15	94	17
ACPs during second semester	SPR1	January 22	May 1	55	10
Spring MAP Growth	EOY1	January 22	May 1	55	10

School Year 2022-23

Base Calendar 2022-23

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 3	December 14	39	6
<i>Winter MAP Growth</i>	MOY	October 3	December 14	39	6
<i>STAAR EOC English I-II</i> <i>STAAR 3-8 Reading Language Arts</i>	STAAR1	October 3	April 17	92	16
<i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i>	STAAR2	October 3	April 24	96	17
<i>ACPs during second semester</i>	SPR1	January 17	April 24	50	8
<i>Spring MAP Growth</i>	EOY1	January 17	April 24	50	8

Intersession Calendar 2022-23

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 3	December 14	34	6
<i>Winter MAP Growth</i>	MOY	October 3	December 14	34	6
<i>STAAR EOC English I-II</i> <i>STAAR 3-8 Reading Language Arts</i>	STAAR1	October 3	April 17	81	14
<i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i>	STAAR2	October 3	April 24	85	15
<i>ACPs during second semester</i>	SPR2	January 17	May 25	61	11
<i>Spring MAP Growth</i>	EOY2	January 17	May 25	61	11

School Day Redesign #1 Calendar 2022-23

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 3	December 14	38	6
<i>Winter MAP Growth</i>	MOY	October 3	December 14	38	6
<i>STAAR EOC English I-II</i> <i>STAAR 3-8 Reading Language Arts</i>	STAAR1	October 3	April 17	90	16
<i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i>	STAAR2	October 3	April 24	94	17
<i>ACPs during second semester</i>	SPR2	January 17	May 25	67	12
<i>Spring MAP Growth</i>	EOY2	January 17	May 25	67	12

School Day Redesign #2 Calendar 2022-23

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
ACPs during first semester	FALL	October 3	December 14	35.5	6.5
Winter MAP Growth	MOY	October 3	December 14	35.5	6.5
STAAR EOC English I-II STAAR 3-8 Reading Language Arts	STAAR1	October 3	April 17	86.5	15.5
STAAR EOC Algebra I STAAR EOC Biology STAAR EOC U.S. History STAAR 3-8 Mathematics STAAR 3-8 Social Studies STAAR 3-8 Science	STAAR2	October 3	April 24	90	16.5
ACPs during second semester	SPR2	January 17	May 25	64	11.5
Spring MAP Growth	EOY2	January 17	May 25	64	11.5

School Year 2021-22

Base Calendar 2021-22

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
ACPs during first semester	FALL	October 1	December 10	38	6
Winter MAP Growth	MOY	October 1	January 11	46	8
STAAR EOC English I-II	STAAR1	October 1	April 4	88	15
STAAR 3-8 Reading STAAR 3-8 Mathematics STAAR 3-8 Social Studies STAAR 3-8 Science STAAR EOC Algebra I STAAR EOC Biology STAAR EOC U.S. History	STAAR2	October 1	May 2	102	18
ACPs during second semester	SPR1	January 18	May 2	54	9
Spring MAP Growth	EOY1	January 18	May 2	54	9

Intersession Calendar 2021-22

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 1	December 10	33	6
<i>Winter MAP Growth</i>	MOY	October 1	January 11	42	7
<i>STAAR EOC English I-II</i>	STAAR1	October 1	April 4	77	13
<i>STAAR 3-8 Reading</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i> <i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i>	STAAR2	October 1	May 2	91	16
<i>ACPs during second semester</i>	SPR2	January 18	May 26	62	11
<i>Spring MAP Growth</i>	EOY2	January 18	May 26	62	11

School Day Redesign #1 Calendar 2021-22

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 1	December 10	37	6
<i>Winter MAP Growth</i>	MOY	October 1	January 11	45	8
<i>STAAR EOC English I-II</i>	STAAR1	October 1	April 4	86	15
<i>STAAR 3-8 Reading</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i> <i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i>	STAAR2	October 1	May 2	100	18
<i>ACPs during second semester</i>	SPR2	January 18	May 26	68	12
<i>Spring MAP Growth</i>	EOY2	January 18	May 26	68	12

School Day Redesign #2 Calendar 2021-22

Test	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs during first semester</i>	FALL	October 1	December 10	35	6
<i>Winter MAP Growth</i>	MOY	October 1	January 11	43.5	7.5
<i>STAAR EOC English I-II</i>	STAAR1	October 1	April 4	82	15
<i>STAAR 3-8 Reading</i> <i>STAAR 3-8 Mathematics</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i> <i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i>	STAAR2	October 1	May 2	95.5	17.5
<i>ACPs during second semester</i>	SPR2	January 18	May 26	65	11.5
<i>Spring MAP Growth</i>	EOY2	January 18	May 26	65	11.5

School Year 2018-19

Test (Grades)	Test Term	First Day	Last Day	Minimum Attendance	Maximum Absences
<i>ACPs administered during first semester</i>	SEM1	October 1	December 11	39	6
<i>STAAR 3-8 Writing</i> <i>STAAR EOC English I-II</i> <i>STAAR 3-8 Math (5, 8)</i> <i>STAAR 3-8 Reading (5, 8)</i>	STAAR1	October 1	April 5	92	16
<i>STAAR 3-8 Reading (3, 4, 6, 7)</i> <i>STAAR 3-8 Math (3, 4, 6, 7)</i> <i>STAAR 3-8 Social Studies</i> <i>STAAR 3-8 Science</i> <i>STAAR EOC Algebra I</i> <i>STAAR EOC Biology</i> <i>STAAR EOC U.S. History</i>	STAAR2	October 1	May 3	107	19
<i>ACPs administered during second semester</i>	SEM2	January 22	May 3	55	10

Appendix E. Special Notes on Achievement Statistics

Spring 2018 STAAR: Disruptions during online testing

In spring 2018 there were statewide disruptions during online administration of the *STAAR 3-8* and *STAAR EOC*.

The TEA Commissioner made two rulings regarding the incidents. First, students in grades 5 and 8 were not subject to the Student Success Initiative requirement that grade promotion be dependent on achievement of a minimum score on the *STAAR*. Second, scores for students who were affected by the disruptions were not included in calculations for state accountability ratings, unless use of the scores was beneficial to a school's rating.

The same approach was taken for any 2017-18 School *STAAR* measure for the district's PEI, APEI, and TEI. (School *STAAR* measures are Overall School *STAAR*, School *STAAR* Writing, School *STAAR* Grades 5 and 8 Reading and Math, and School *STAAR* English I and English II. The last measure is used only in TEI.) Statistics for the School *STAAR* measure's metrics were calculated *without* including the affected scores. Cut points were created for each measure based on the distribution of these baseline statistics. In a second round, statistics for the School *STAAR* measure's metrics were calculated *with* the affected scores included. The second set of statistics were compared to the cut points, and in any case where a school earned more points for the measure using the second set, those statistics were used to determine the school's School *STAAR* points. When the alternate set of School *STAAR* statistics was kept, they were reported and noted on the PEI or APEI scorecard.

Appendix F. Change History

Version	Date	Location	Description
1.0	19-Dec-16	—	—
2.0	12-Oct-17	All	Add APEI references
3.0	20-Jun-18	Ch 1	Update measures, points for 2017-18
		Ch 2	Remove systems review measure; add climate survey measure
		Ch 3	Update <i>STAAR</i> status metrics from “percentage at Level II” to “percentage at ‘met grade level’ standard”
		App B	Update sample scorecards to 2016-17; add APEI samples
		App C	Update to current school year scheduling/attendance requirements
3.1	22-Oct-18	Ch 1	Update to Rule B for effectiveness levels
	15-Sep-18	Ch 2	Parent/guardian survey minimum number of respondents defined
	15-Sep-18	Ch 3	Endnote added regarding consideration of <i>STAAR</i> scores affected by Spring 2018 online administration disruptions
	22-Oct-18	App A	2017-18 cut points added
3.2	25-Oct-18	Ch 2	Update text for Performance Measure 5
	25-Oct-18	Ch 3	Correct footnote re: SEI distribution
	31-Oct-18	Ch 3	Update definitions for Achievement Measure #4 HS Metrics 2-3
	25-Oct-18	App C	Add 2018-19 dates
4.0	1-Feb-20	Intro	Add terms “choice school” and “comprehensive school”
		Ch 1	Rearrange components in description Tables 1-2
		Ch 1	New method for determining evaluation rating cut points for administrators of comprehensive school and choice schools
		Ch 1	Location assignment description
		Ch 1	Added eligibility for evaluation ratings
		Ch 1	Added exception rule for effectiveness levels; updated examples
		App A	2018-19 cut points added
		App B	Update sample scorecards to 2018-19
		App C	Clarify application of test terms to school-level SEI and APG statistics
		App C	Add 2019-20 test term details (tentative)
5.0	30-May-25	Ch 1	Remove measure point value details to Appendix A
		Ch 1	Add content for HPC Service Years component
		Ch 1	Add content to Reassignment of Points for Missing Measures
		Ch 2	Significant updates to content
		Ch 3	Significant updates to content
		App A	New content: measure point assignments
		App B	New content: reassignment of achievement measure points; remove sample scorecards
		App C-F	Reassign labels
5.1	30-May-25	Ch 1	Add content regarding compensation categories
		Ch 1	Update and add content for effectiveness level rules and examples
5.2	22-Sep-26	App A-D	Confirm components weights; add 2024-25 and 2025-26 Evaluation Rating cut points; add 2025-26 Test Terms

