Point Assignments for Performance and Achievement Metrics

2025-26

Principal Excellence Initiative

Assistant Principal Excellence Initiative

School Counselor Excellence Initiative

V2 September 29, 2026

DALLAS INDEPENDENT SCHOOL DISTRICT

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Introduction

Point Assignment Using a Target Distribution

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

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

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

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

Caps on Status Metrics to Reward Student Growth

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

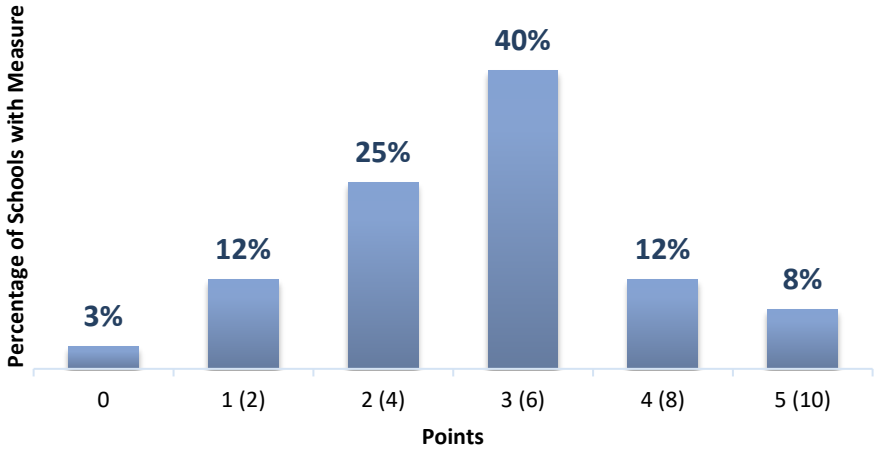
Status metrics are limited or "capped" so that the maximum point value allowed for a status metric is 60 percent of the measure points, or three out of every five points. For measures with status metrics, a larger percentage of administrators will earn the two highest point values for the non-status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

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

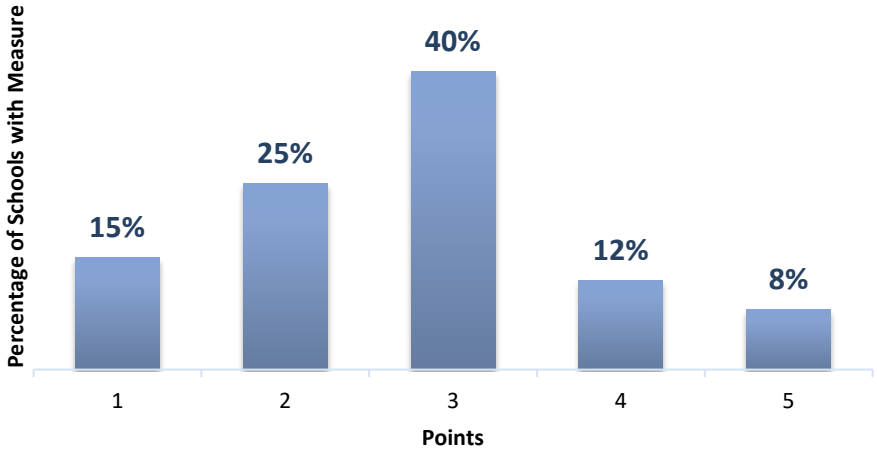
Using this Document

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

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



Target Distribution:
Measures worth 1-5 points



Performance Measures

Improving Teacher Effectiveness – PEI and APEI

Metric	Low Value	High Value	Points
Average difference between current and prior year standardized evaluation scores	-5.00	-0.41	0
	-0.40	-0.19	1
	-0.18	-0.03	2
	-0.02	0.19	3
	0.20	0.36	4
	0.37	3.00	5

Congruence – PEI and APEI

Metric	Low Value	High Value	Points
Average distance between teachers' summative performance scores and percentages of student achievement points earned	45	100	0
	38	44	1
	32	37	2
	24	31	3
	21	23	4
	0	20	5

Attendance – PEI, APEI, SCEI

Elementary

Metric	Low Value	High Value	Points (5)	Points (10)
Average daily attendance rate	0.0	92.3	0	0
	92.4	93.5	1	2
	93.6	94.4	2	4
	94.5	95.5	3	6
	95.6	96.0	4	8
	96.1	100.0	5	10

Middle and High

Metric	Low Value	High Value	Points (5)	Points (10)
Average daily attendance rate	0.0	82.9	0	0
	83.0	87.6	1	2
	87.7	91.4	2	4
	91.5	94.8	3	6
	94.9	96.1	4	8
	96.2	100.0	5	10

Parent/Guardian Survey (PEI only)

Metric	Low Value	High Value	Points
Percentage of items with a positive response	-	87.4	0
	87.5	91.5	1
	91.6	94.7	2
	94.8	97.0	3
	97.1	98.3	4
	98.4	100.0	5
Change from prior year in percentage of items with a positive response	-100.0	-3.8	0
	-3.7	-1.4	1
	-1.3	2.0	2
	2.1	6.7	3
	6.8	10.1	4
	10.2	100.0	5

Parent/Guardian Survey (SCEI only)

Metric	Low Value	High Value	Points
Percentage of items with a positive response	-	63.9	0
	64.0	79.9	1
	80.0	86.4	2
	86.5	94.0	3
	94.1	96.7	4
	96.8	100.0	5
Change from prior year in percentage of items with a positive response	-	-21.3	0
	-21.2	-3.3	1
	-3.2	1.0	2
	1.1	7.3	3
	7.4	11.5	4
	11.6	100.0	5

Staff Climate Survey (PEI, APEI, SCEI)

All Scales (PEI only)

Metric	Low Value	High Value	Points
Percentage of items with a positive response	-	63.4	0
	63.5	76.6	1
	76.7	86.0	2
	86.1	94.9	3
	95.0	97.2	4
	97.3	100.0	5
Change from prior year in percentage of items with a positive response	-100.0	-15.0	0
	-14.9	-5.0	1
	-4.9	2.8	2
	2.9	17.2	3
	17.3	26.9	4
	27.0	100.0	5

Culture and Environment Scale (APEI only)

Metric	Low Value	High Value	Points
Percentage of items on the climate and culture scale with a positive response	-	52.9	0
	53.0	70.0	1
	70.1	81.2	2
	81.3	91.4	3
	91.5	94.6	4
	94.7	100.0	5
Change from prior year in percentage of items on the climate and culture scale with a positive response	-100.0	-20.1	0
	-20.0	-5.1	1
	-5.0	4.3	2
	4.4	18.4	3
	18.5	25.9	4
	26.0	100.0	5

Survey Items related to Discipline (APEI only)

Metric	Low Value	High Value	Points
Percentage of items related to discipline with a positive response	-	40.9	0
	41.0	60.4	1
	60.5	74.9	2
	75.0	90.9	3
	91.0	93.4	4
	93.5	100.0	5
Change from prior year in percentage of items related to discipline with a positive response	-	-26.1	0
	-26.0	-7.5	1
	-7.4	2.6	2
	2.7	23.4	3
	23.5	32.9	4
	33.0	100.0	5

Survey Items related to Instructional Support (APEI only)

Metric	Low Value	High Value	Points
Percentage of items related to instructional support with a positive response	-	53.9	0
	54.0	71.9	1
	72.0	82.4	2
	82.5	94.9	3
	95.0	98.4	4
	98.5	100.0	5
Change from prior year in percentage of items related to instructional support with a positive response	-	-21.9	0
	-21.8	-5.2	1
	-5.1	5.6	2
	5.7	21.9	3
	22.0	32.9	4
	33.0	100.0	5

Survey Items related to College and Career Readiness (SCEI only)

Metric	Low Value	High Value	Points
Percentage of items related to college and career readiness with a positive response	-	70.1	0
	70.2	84.1	1
	84.2	92.5	2
	92.6	97.9	3
	98.0	99.5	4
	99.6	100.0	5
Change from prior year in percentage of items related to college and career readiness with a positive response	-	-11.5	0
	-11.4	-3.7	1
	-3.6	3.0	2
	3.1	11.9	3
	12.0	16.7	4
	16.8	100.0	5

Achievement Measures

School *STAAR* (PEI, APEI, SCEI)

Elementary

Metric	Low Value	High Value	Points (10)	Points (5)
Percentage of scores at "met grade level" performance standard	-	33.90	0	0
	34.00	37.50	2	1
	37.60	45.80	4	2
	45.90	100.00	6	3
SEI	-	46.10	0	0
	46.20	49.80	2	1
	49.90	51.10	4	2
	51.20	54.80	6	3
	54.90	57.40	8	4
	57.50	100.00	10	5
Percentage of scores at or above peer group average	-	41.90	0	0
	42.00	46.90	2	1
	47.00	50.40	4	2
	50.50	56.10	6	3
	56.20	61.70	8	4
	61.80	100.00	10	5

Middle and High

Metric	Low Value	High Value	Points (10)	Points (5)
Percentage of scores at "met grade level" performance standard	0.00	30.50	0	0
	30.60	36.90	2	1
	37.00	57.50	4	2
	57.60	100.00	6	3
SEI	0.00	42.30	0	0
	42.40	47.10	2	1
	47.20	49.60	4	2
	49.70	53.50	6	3
	53.60	61.40	8	4
	61.50	100.00	10	5
Percentage of scores at or above peer group average	0.00	36.90	0	0
	37.00	44.10	2	1
	44.20	46.60	4	2
	46.70	53.80	6	3
	53.90	62.40	8	4
	62.50	100.00	10	5

School *ACP* (PEI, APEI)

Middle

Metric	Low Value	High Value	Points
Percentage of exams passed	-	29.60	0
	29.70	36.40	1
	36.50	46.90	2
	47.00	100.00	3
SEI	-	43.60	0
	43.70	45.40	1
	45.50	46.40	2
	46.50	51.90	3
	52.00	57.90	4
	58.00	100.00	5
Percentage of scores at or above peer group average	-	31.40	0
	31.50	36.40	1
	36.50	40.90	2
	41.00	61.40	3
	61.50	67.40	4
	67.50	100.00	5

High

Metric	Low Value	High Value	Points
Percentage of exams passed	-	41.90	0
	42.00	48.30	2
	48.40	63.90	4
	64.00	100.00	6
SEI	-	42.70	0
	42.80	44.90	2
	45.00	49.40	4
	49.50	55.40	6
	55.50	59.40	8
	59.50	100.00	10
Percentage of scores at or above peer group average	-	27.90	0
	28.00	38.90	2
	39.00	50.90	4
	51.00	71.40	6
	71.50	76.90	8
	77.00	100.00	10

School *I-Ready* (PEI, APEI, SCEI)

Early Learning (K-2) PEI and APEI

Metric	Low Value	High Value	Points
Not Defined for 2025-2026 Scorecards. Please contact TEI at tei@dallasisd.org with any questions.			
SEI	-20.00	41.90	0
	42.00	46.70	1
	46.80	49.80	2
	49.90	54.40	3
	54.50	57.70	4
	57.80	100.00	5
Percentage of scores at or above peer group average	0.00	40.50	0
	40.60	47.70	1
	47.80	52.30	2
	52.40	59.80	3
	59.90	66.80	4
	66.90	100.00	5

Elementary (lowest grade between 3 and 5) PEI and APEI

Metric	Low Value	High Value	Points
Not Defined for 2025-2026 Scorecards. Please contact TEI at tei@dallasisd.org with any questions.			
SEI	-	43.90	0
	44.00	47.60	1
	47.70	50.30	2
	50.40	54.80	3
	54.90	58.20	4
	58.30	100.00	5
Percentage of scores at or above peer group average	-	39.90	0
	40.00	46.90	1
	47.00	51.90	2
	52.00	62.60	3
	62.70	68.50	4
	68.60	100.00	5

Elementary (All Grades) SCEI

Metric	Low Value	High Value	Points
Not Defined for 2025-2026 Scorecards. Please contact TEI at tei@dallasisd.org with any questions.			
SEI	-	38.20	0
	38.30	47.00	1
	47.10	50.30	2
	50.40	54.40	3
	54.50	57.00	4
	57.10	100.00	5
Percentage of scores at or above peer group average	-	40.50	0
	40.60	47.40	1
	47.50	52.10	2
	52.20	60.10	3
	60.20	67.40	4
	67.50	100.00	5

Middle (lowest grade between 6 and 7) PEI, APEI, SCEI

Metric	Low Value	High Value	Points
Not Defined for 2025-2026 Scorecards. Please contact TEI at tei@dallasisd.org with any questions.			
SEI	-	34.20	0
	34.30	39.50	1
	39.60	44.80	2
	44.90	52.40	3
	52.50	55.90	4
	56.00	100.00	5
Percentage of scores at or above peer group average	-	37.30	0
	37.40	41.20	1
	41.30	47.50	2
	47.60	56.50	3
	56.60	60.00	4
	60.10	100.00	5

College Readiness (PEI, APEI, SCEI)

High

Metric	Low Value	High Value	Points (5)	Points (10)
Percentage of Grade 12 students meeting college-ready criteria	-	29.60	0	0
	29.70	36.40	1	2
	36.50	46.90	2	4
	47.00	100.00	3	5
Weighted average of *SAT* and *TSIA2* SEIs	-	43.60	0	0
	43.70	45.40	1	2
	45.50	46.40	2	4
	46.50	51.90	3	6
	52.00	57.90	4	8
	58.00	100.00	5	10
Percentage of Grade 12 students' *SAT/TSIA2* scores at or above peer group average	-	31.40	0	0
	31.50	36.40	1	2
	36.50	40.90	2	4
	41.00	61.40	3	6
	61.50	67.40	4	8
	67.50	100.00	5	10

School Achievement Gap (PEI, APEI)

Metric	Low Value	High Value	Points
Change in combined *STAAR* achievement gap from prior year	-	-7.10	0
	-7.00	-2.90	1
	-2.80	0.70	2
	0.80	7.70	3
	7.80	10.90	4
	11.00	50.00	5

Career Readiness (PEI, APEI, SCEI)

Elementary and Middle (PEI, APEI)

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

High (PEI, APEI, SCEI)

Metric	Low Value	High Value	Points
Percentage of students graduating high school	-	82.00	1
	82.10	85.00	2
	85.10	92.00	3
	92.10	99.90	4
	100.00	100.00	5

High (CCMR Measure 1 - SCEI)

Measure point assignments for CCMR Measure 1 ("Percent of graduates CCMR Met) can be found in the SCEI Guidebook and Rulebook. See https://www.dallasisd.org/excellenceinitiatives.

High (CCMR Measure 2 - SCEI)

Metric	Low Value	High Value	Points
Percentage of 9-11 Grade students on track	0	85.60	1
	85.7	90.20	2
	90.3	98.30	3
	98.4	99.90	4
	100	100.00	5

APPENDIX

Date	Note
September 17, 2026	V1 posted
09/29/2026	Correction to description of metrics for Campus Climate Survey College and Career Readiness Strand