DALLAS INDEPENDENT SCHOOL DISTRICT

EDEI EXECUTIVE DIRECTOR EXCELLENCE INITIATIVE

2026-2027 Executive Director Excellence Initiative (EDEI) Guidebook

07/07/2026

What is the Executive Director Excellence Initiative (EDEI)?

EDEI is an integrated system for how Dallas ISD defines, supports, and rewards excellence for principal supervisors in the District.

- **Defining Excellence.** A vision for great school leadership enabled us to establish clear expectations for the ED through a fair, accurate, and rigorous evaluation system. We have worked to ensure that all evaluation components are researched-based and rigorous.
- **Supporting Excellence.** A robust evaluation system provides us with specific data to differentiate professional learning opportunities tailored to each ED's individual needs. In addition to the ongoing feedback that EDs receive as part of the evaluation system, we continue to expand professional learning opportunities for leaders at every stage of their career.
- **Rewarding Excellence.** Retaining effective EDs is essential to effective schools. We have designed a compensation system that rewards leaders of all school levels and school types based on their overall effectiveness. Having a system that recognizes and rewards our best leaders improves the quality of instruction for all students in our schools.

Measures of Effectiveness

The ED's annual evaluation rating consists of two parts: performance and student achievement. Each component comprises multiple measures of effectiveness. The performance and achievement measures are summarized in the table below and are described in more detail in subsequent pages.

Measure	Weighting	Notes
EDEI Performance Rubric*	35	*Adjusted Weighting*
Climate Survey	10	*Adjusted Items*
Congruence	10	*Adjusted Weighting*
STAAR Domain I	15	*New Measure*
STAAR - Grade 3	10	*Adjusted Measure*
STAAR – Grade 8	10	*Adjusted Measure*
Percent of Graduates CCMR Met	5	*New Measure*
College-Ready (TSIA/SAT)	5	*New Measure*
Priority/DSI Campus Points	-	

Performance Component Measures

55% of a ED's evaluation is comprised of performance metrics that include the ability to lead transformation, improve instruction, develop a positive and professional school culture, and other areas outlined in the performance rubric.

1. ED Individual Performance (35 Points)

The ED Performance Rubric (PPR) is Dallas ISD's definition of effective school leadership and is the tool driving performance and campus management. The rubric provides a detailed explanation of essential

teacher skills and actions, student behaviors, and performance levels. The rubric is comprised of 18 indicators of ED practice across five domains: *Executive Leadership, Instructional Leadership, Human Capital, Strategic Operations, and Professional Responsibilities.*

Domain 1: Executive Leadership	Domain 2: Instructional Leadership	Domain 3: Human Capital
The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.	The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.	The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.
Indicator 1.1: Vision Indicator 1.2: Goal Achievement (2X) Indicator 1.3: Change Management (2X) Indicator 1.4: Decision-Making	Indicator 2.1: Coaching Routines (2X) Indicator 2.2: Quality of Instruction (3X) Indicator 2.3: Instructional Feedback Indicator 2.4: Data-Driven Instruction	Indicator 3.1: Recruitment and Retention (2X) Indicator 3.2: Evaluation of Staff Indicator 3.3: Staff Development (2X) Indicator 3.4: Leadership Development (2X)

Domain 4: Strategic Operations	Domain 5: Professional Responsibilities
The executive director strategically directs operations and leverages resources to promote the academic success and well-being of all campuses.	The executive director acts ethically and professionally, relentlessly pursuing continual improvement.
Indicator 4.1: Resource Management Indicator 4.2: Time Management (2X) Indicator 4.3: Culture	Indicator 5.1: Stakeholder Management (2X) Indicator 5.2: Professional Behavior and Communication Indicator 5.3: Professional Growth

The full ED Performance Rubric is available online at: https://www.dallasisd.org/fs/resource-manager/view/b4e72c2e-aaab-498f-a250-ca300c06a942

Performance Check Points

As outlined below, ED performance will be gauged on the PPR annually in a four-phased evaluation cycle designed to provide ongoing performance feedback on individual performance and student growth.

Check Point	Timeframe	Key Outcomes	Required Steps in Cornerstone
Check Point 1	September	Associate Superintendent and ED meet to discuss areas of focus for vertical team and review ED Performance Rubric.	**Conference Acknowledgement:** Review of campus documentation
Check Point 2	January	Supervisor and ED discuss the ED performance Rubric and use data as a way to check progress towards ED Performance Rubric growth. Particular attention will be placed on the data outcomes of semester one.	**ED Self-Assessment** **Areas of Focus:** ED review progress on selected project/focus area **Praise, Probe, & Polish** **Conference Acknowledgement:** CIP, Data, and Processes
Check Point 3	July/August	Supervisor and ED use data as a way to check progress towards CIP implementation. Particular attention will be placed on the data outcomes for the year. Supervisor completes Summative Review*	**ED Summative Review** **Praise, Probe, & Polish** **Conference Acknowledgement:** CIP, Data, and Processes

Additional information to support EDEI Check Points, including guiding questions and recommended data for review, is available online at https://www.dallasisd.org/excellenceinitiatives

Campus Climate Survey (10 pts)

The campus climate survey is administered to all campus-based professional and support staff twice per year. The survey has three purposes: to aid in organizational improvement; to obtain feedback from school-based employees; and to align systems to student outcomes, with the first being its primary purpose. Points are awarded from percent positive or improvement over time.

Congruence between performance and achievement (10 pts)

Without careful planning, principal summative evaluations will become inflated over time, making it harder to accurately assess staff effectiveness and the ED's ability to build capacity. One way to assess true capacity building versus evaluation inflation is to summative scores with achievement results.

Achievement Component Measures

Forty-five percent of a ED's evaluation is tied to multiple measures of student achievement. These include state assessment (*STAAR*) results, college-ready rates (for high schools only), and other achievement metrics. Largely, the metric calculations mirror those used in TEI and PEI, aggregated for students enrolled at the vertical teams' campuses.

STAAR Domain I

The VT STAAR Domain I measure is determined by statistics generated in the STAAR Domain I calculation performed as a part of state accountability. The metric is the change in STAAR Domain I scores from all campuses in the VT. Methodology is outlined below:

Compute the total Domain I score for all campuses in the Vertical Team in prior and current year. Compute percent change from Prior to Current Year. Rank % change from greatest to least, use distribution to award points.

Example ED:

TEA	ED	SCHOOL NAME	SCHOOL TYPE	Domain 1 24	Domain 1 23	D1 Change
	NAME, FNAME		HS	80	64	16
	NAME, FNAME		ES	73	62	11
	NAME, FNAME		ES	73	69	4
	NAME, FNAME		MS	75	75	0
	NAME, FNAME		ES	77	77	0
	NAME, FNAME		ES	67	70	-3
	NAME, FNAME		ES	65	71	-6
				510	484	22 (4.5%)

School STAAR Grade 3

Similar to VT STAAR, the STAAR Grade 3 measure is determined by statistics generated for all Grade 3 STAAR assessments at the ED's campuses. The ED's score is based on the best of three STAAR metrics:

1. Percentage of all tests with scores at "passing" standard ("status metric")
2. Relative growth measurement (SEI)
3. Percentage of students exceeding the District average score within their "academic peer groups"

School STAAR Grade 8

Similar to VT STAAR, the STAAR Grade 3 measure is determined by statistics generated for all Grade 8 STAAR assessments at the ED's campuses. The ED's score is based on the best of three STAAR metrics:

1. Percentage of all tests with scores at "passing" standard ("status metric")
2. Relative growth measurement (SEI)
3. Percentage of students exceeding the District average score within their "academic peer groups"

College Ready (CCMR Met)

The measure examines the percent of seniors annually meeting "CCMR Met" status using local calculations. Compute average percent of graduates CCMR met; no second metric defined.

College Ready (TSIA-SAT)

The points for this measure are equivalent to the highest points earned from one of three metrics based on student scores on The College Board's SAT® and TSIA:

Priority Campus Points - DSI

Beginning in 2022-2023, EDs at the District's Priority Campuses may receive additional points for service at a DSI School. To earn priority campus points, at least half the ED's campuses must be identified as DSI, and the ED must earn at least half of available points for Achievement. Points begin at 5 and accrue by one (1) annually up tot 10 while criteria is met.

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

The EDEI process outlines above results in an overall evaluation score that informs an Evaluation Score, Evaluation Rating, and Effectiveness Level annually. There are four major steps in developing an overall EDEI evaluation rating and effectiveness level.

Step 1: Calculate each component score

As described in earlier sections, each component of the ED's evaluation template – performance and achievement – is calculated according to the percentages outlined in the previous pages.

Step 2: Add component scores to total an overall evaluation score

Each component score is then added for an overall score (out of 100 possible points).

Step 3: Determine average evaluation score and evaluation ratings using the cut points.

When available, the Evaluation Rating is determined using an average of the current and prior yeas' evaluation scores. The Evaluation Rating is determined from this average evaluation score using the EDEI target distribution as a guide.

Unsatisfactory	Progressing I	Progressing II	Progressing III	Proficient I	Proficient II	Proficient III	Exemplary
0-40	**41-48**	**49-57**	**58-69**	**70-75**	**76-83**	**84-93**	**94-100**

Step 4: Apply relevant rules to determine effectiveness level Each year, EDs receive both an evaluation rating and an effectiveness level. The evaluation rating is discussed above. After application of relevant system rules, the EDEI effectiveness level is what is associated with compensation

EDEI Rules for Evaluation Ratings and Effectiveness Levels

The Effectiveness Level follows the evaluation rating, except for the following:

- Effectiveness Levels may be held over up to 3 times after the earned evaluation rating decreases
- EDs must be hired into an EDEI-eligible position by December 31, 2024, to earn an effectiveness level
- EDs who oversee a campus/campuses that earn a D or F-Rating (based on most recent state accountability ratings) are capped at a Progressing I Evaluation Rating

APPENDIX A

Version	Date	Location	Description
1.0	07/07/2026		2026-2027 EDEI Guidebook
2.0			