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Principal Goal Setting Guidance: Alternative Schools and Programs

Student learning is the most important success measure for teachers, schools, and districts. Maximizing student learning begins with setting meaningful goals for students through a thoughtful process that includes two main steps: **Understand School Results** and **Set Goals**. The [Louisiana Principals' Teaching and Learning Guidebook](#) is available to support this process and includes detailed examples of how goal setting connects to the principal's work as instructional leader.

Alternative schools often serve students who need the most support academically, socially, and emotionally. While alternative schools share some similar characteristics, they also vary based on their mission and purpose. Because of these variations, it is important that leaders of such sites set goals in a way that results in the most profound impact on student achievement.

The intended purpose of the guidance that follows is to support principals of alternative schools as they define goals that best align to the school's mission with a focus on student achievement may set goal. Per [Bulletin 130](#), principals of schools in this category will set goals based on guidance provided by the LDOE.

The LDOE will support districts as they consider the incorporation of this guidance. Email compass@la.gov with questions or to schedule time for additional support.

[Sample Baseline Data Sources](#)

[Overall School Performance](#)

[Graduation Index](#)

[Student Achievement: Mathematics](#)

[Student Achievement: ELA](#)

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PRINCIPAL GOAL SETTING GUIDANCE: ALTERNATIVE SCHOOLS AND PROGRAMS

Step 1: Understand School Results (Standardized Assessment Summary Reports, Benchmark/Diagnostic Assessment Data, Principal Report Card, LDE Recommended Targets)

- How have we performed in the past and how does **this compare to our peers or benchmark data**?
- What do we know about how **our students** are progressing toward their goals?
- Are there certain **skills** needing more attention than others?
- Is there a **subgroup** (e.g. special education, etc.) not making progress when compared to their peers?
- What **baseline assessment** resources are available and how does this **student readiness** data inform the goal setting process?

SAMPLE BASELINE DATA SOURCES

Overall School SPS

- SPS increased by 0.8 points from 33.1 to 33.9.

High School Completion

Based on our **current student enrollment**, we have 24 students in their 4th year of high school. Of these 24 students, 19 are pursuing a high school diploma and 5 are completing the requirements to receive a high school equivalency credential.

High School Diploma: 11 of out of 19 are on track to graduation as determined by the number of credits earned at the beginning of the year.

HiSET: Based on the beginning of the year diagnostic assessment data (TABE), 2 of 5 students are on track to earning a passing score on the HiSET by the end of the school year. This passing score leads to a high school equivalency credential

Math Student Achievement (Assessment Index)

MATH STUDENT ACHIEVEMENT – PRIOR YEAR				
Assessment	# at Basic	# at Approaching Basic	# at Unsatisfactory	Assessment Index
8 th Grade Math	9	15	18	21.4
Assessment	# at Good	# at Fair	# at Needs Improvement	Assessment Index
Algebra I EOC	10	13	7	33.3
Geometry EOC	3	10	10	13.0

ELA Student Achievement (Proficiency)

Beginning of the Year Baseline Assessments (curriculum-based with [tasks aligned to prior grade level knowledge and skills](#) – e.g., baseline for entering 6th grade students using end of year 5th grade tasks)

ASSESSMENT	STUDENT COUNT	PROFICIENT	NON-PROFICIENT
6 th Grade Baseline	4	25% (1)	75% (3)
7 th Grade Baseline	8	50% (4)	50% (4)
8 th Grade Baseline	11	36% (4)	64% (7)
Overall	23	39% (9)	61% (14)

IDENTIFIED PRIORITY AREAS

Goals should be developed after a review of baseline data for current students using appropriate sources. The majority of schools in the category of alternative settings, focus on providing behavior support and academic remediation to any student in the district regardless of their home school. Some schools serve students spanning multiple grade configurations (e.g., 6th-12th grade). Because of the diverse and unique mission of schools in this category, it may be necessary to set goals that exceed the minimum number (two) required in [Bulletin 130](#).

The examples below use the baseline data outlined above to provide sample targets aligned to the following areas:

- 1) Overall School Performance
- 2) High School Exit (Diploma or high school equivalency credential)
- 3) High School Mathematics
- 4) Middle School English

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EXAMPLE GOAL 1: OVERALL SCHOOL PERFORMANCE

STEP 2: SET GOALS (Principal Report Card, LDE Recommended Targets, other baseline data)

- How will the goals I set reflect the mission of the school/program and the identified **priority areas**?
- What level of improvement in the identified priority areas reflects **realistic expectations** for student achievement?

TARGET STATEMENT

Current year student achievement, as measured by SPS, will meet or exceed 35.1.

RATIONALE AND SCORING PLAN

- Using assessment data for students enrolled at the beginning of the year, an SPS was calculated to reflect current students.
- After reviewing the **Combination School Goal Setting Template** for schools with a Letter Grade of F and considering historical achievement of current students, full attainment will be reflected by 1.2 points of growth.
- Achieving an increase in overall SPS of 2.2 or more points will reflect an outstanding impact on student achievement.

Insufficient Attainment of Target (1 point):

demonstrated an insufficient impact on student learning by falling far short of the target.

Partial Attainment of Target (2 points):

demonstrated some impact on student learning, but did not meet the target.

Full Attainment of Target (3 points):

demonstrated a considerable impact on student learning by meeting the target.

Exceptional Attainment of Target (4 points):

demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.

Achievement range:

Current year student achievement, as measured by SPS, will be at or below 33.9

Achievement range:

Current year student achievement, as measured by SPS, will meet or exceed 34.0

Achievement range:

Current year student achievement, as measured by SPS, will meet or exceed 35.1

Achievement range:

Current year student achievement, as measured by SPS, will meet or exceed 36.1

EXAMPLE GOAL 2: GRADUATION INDEX

STEP 2: SET GOALS (Principal Report Card, LDE Recommended Targets, other baseline data)

- How will the goals I set reflect the mission of the school/program and the identified **priority areas**?
- What level of improvement in the identified priority areas reflects **realistic expectations** for student achievement?

TARGET STATEMENT

The current year graduation index will meet or exceed 39.6.

RATIONALE AND SCORING PLAN

- A review of data for currently enrolled students related to on time graduation and noted fewer students are beginning the year on-track than in past years. Additionally, a review of the **Combination School Goal Setting Template** for schools with a letter grade of F guided the goal setting process.
- Given what we know about the extent to which students are on track to graduating and the impact we seek to make, the Graduation Index goal is 39.6.

To achieve this goal, 9/19 students would graduate with a diploma and 2/5 students complete the requirements for their high school equivalency credential.

Insufficient Attainment of Target (1 point):

demonstrated an insufficient impact on student learning by falling far short of the target.

Partial Attainment of Target (2 points):

demonstrated some impact on student learning, but did not meet the target.

Full Attainment of Target (3 points):

demonstrated a considerable impact on student learning by meeting the target.

Exceptional Attainment of Target (4 points):

demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.

Achievement range:

The current year graduation index will be at or below 36.3

Achievement range:

The current year graduation index will meet or exceed 36.4

Achievement range:

The current year graduation index, will be meet or exceed 39.6

Achievement range:

The current year graduation index, will meet or exceed 46.1

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EXAMPLE GOAL 3: EOC MATH INDEX

STEP 2: SET GOALS (Principal Report Card, LDE Recommended Targets, other baseline data)

- How will the goals I set reflect the mission of the school/program and the identified **priority areas**?
- What level of improvement in the identified priority areas reflects **realistic expectations** for student achievement?

TARGET STATEMENT

The current year EOC Math index will meet or exceed 37.1 as measured by the Algebra I and Geometry EOC assessments.

RATIONALE AND SCORING PLAN

- Math performance of current students should be a priority given prior year scores - grade 8 math and EOC (Algebra I and Geometry) as noted by an average math assessment index of 24.5.
- Based on current student historical achievement data, all students will need additional interventions to ensure they improve this year and/or complete the requirements for graduation. Overall math index will be used to determine success
- After reviewing achievement data for current students and the **Combination School Goal Setting Template** for schools with a letter grade of F, we noted the average math assessment index for middle school is 24.0 and 43.7 for high school EOC courses. It was determined that achieving a 37.1 would reflect considerable impact on learning. Calculation Note: $[(43.7 \times 2) + 24.0] \div 3 = 37.1$
- It was determined that an outstanding impact on student learning will be met with an increase of 7.3 (Overall Math AI = 44.4).

Insufficient Attainment of Target (1 point): demonstrated an insufficient impact on student learning by falling far short of the target.	Partial Attainment of Target (2 points): demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points): demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points): demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: The current year EOC Math index will be at or below 33.4.	Achievement range: The current year EOC Math index will meet or exceed 33.5.	Achievement range: The current year EOC Math index will meet or exceed 37.1.	Achievement range: The current year EOC Math index will meet or exceed 44.4.

EXAMPLE GOAL 4: 6-8th GRADE ELA

STEP 2: SET GOALS (Principal Report Card, LDE Recommended Targets, other baseline data)

- How will the goals I set reflect the mission of the school/program and the identified **priority areas**?
- What level of improvement in the identified priority areas reflects **realistic expectations** for student achievement?

TARGET STATEMENT

All students in grades 6-8 will achieve within 10 points of their individual goals as measured by the District End of Year ELA Assessment for the appropriate grade level.

RATIONALE AND SCORING PLAN

- One of the lowest areas that we identified that needed to be address was ELA performance in our middle school grade levels.
- Individual student learning goals were set using beginning of the year baseline data and success will be measured using a District End of Year ELA Assessment for the appropriate grade level.
- To meet the target reflective of a considerable impact on student learning, all students must achieve within 10 points of their individual goals.
- If all students meet or exceed their individual goals, this will reflect outstanding impact on student learning.

Insufficient Attainment of Target (1 point): demonstrated an insufficient impact on student learning by falling far short of the target.	Partial Attainment of Target (2 points): demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points): demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points): demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: Less than 50% of students are within 10 points of their individual goals.	Achievement range: 50%-99% of students are within 10 points of their individual goals.	Achievement range: All students are within 10 points of their individual goals.	Achievement range: All students meet or exceed their individual goals.