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Principal Goal Setting Guidance: Career Technical Programs and Sites

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.

[Principals in schools with grades 3-12 must set one goal](#) that is based in overall School Performance Score (SPS) and a second goal that is based on a component of SPS. Goals set in this way ensure principals are accountable for the learning of all students. Achieving this level of accountability through the goal setting process of principals leading Career Technical programs or schools, is accomplished when goals focus on the credentials that connect with real outcomes after high school.

The vision of [Jump Start](#), the state's new graduation pathway for Louisiana's students, is that students of all interests and capabilities will graduate high school by earning credentials that provide new opportunities for a successful adulthood. State-of-the-art career and technical education facilities, equipment and instruction are the elements of Jump Start success. Principals of career technical schools should set goals based in school wide success and that focus on supporting the Jump Start vision.

The LDOE will support districts as they incorporate this guidance for principal goal setting. Email compass@la.gov with questions or to schedule time for additional support.

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PRINCIPAL GOAL SETTING GUIDANCE: CAREER TECHNICAL PROGRAMS AND SITES

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. career sector, student groups, 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 PRINCIPAL GOAL: CAREER TECHNICAL SCHOOL

School: District Wide Career Technical School

Priority Area: Industry Based Certifications

BASELINE DATA

Historical Program Achievement Data*

	All Credentialing Assessments		CAREER CLUSTER: HIGHEST ENROLLMENT								Other Credentials	
			Health Science		Transportation, Distribution & Logistics		Information Technology		Business Management & Administration			
	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15
Students Assessed	594	627	54	58	52	59	67	70	239	245	181	195
Students Passing	306	336	20	26	34	39	67	70	24	26	161	175
% Passing SCHOOL	52%	54%	37%	45%	65%	66%	100%	100%	10%	11%	89%	90%
% Passing STATE	82%	83%	89%	92%	77%	76%	66%	69%	84%	88%	85%	83%

*The data here is provided for use in the context of this sample only. Historical IBC data (through 2016-17) can be found in CATE.

Summary of Findings

- **Enrollment:** The highest participation rate among students for the past two years is in the career clusters of Health Science; Transportation, Distribution and Logistics; Information Technology; and Business Management and Administration.
- **Overall Performance:** Historically, the overall passage rate is approximately 50% with a slight increase last year by 2%.
- **Highest Enrollment Career Sectors:** The highest passage rate is in Information Technology at 100%. Of the most accessed career sectors, the lowest passage rates are in Business Management & Administration (11%) and Health Science (45%).
- **Change in Performance – Overall:** The overall percent of students passing increased by 2%.
- **Change in Performance – Career Cluster:** The overall percent of students passing increased by 8% in the Health Science cluster. For each of the most accessed career sectors, passage rates increased from 2013-2014 to 2014-2015.
- **Comparison to State Average:** Across all programs, student success in earning an IBC is below the state average. In 2013-2014, the success rate was 52% compared to 82% at the state level.

Identified Priority Areas and Rationale

Our school provides career technical education programs to students from across the district. These programs span multiple career sectors and the majority includes opportunities to earn multiple credentials. The following goals were developed after a review of performance over the past two years of all students eligible to complete an Industry Based Certification. The passage rates of IBCs in the career sector of Business Management and Administration for the past two years (10% and 11%) is significantly lower than the state passage rates (84% and 88%). Given this data and because a significant number of students access this career sector, this is a priority area.

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

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

GOAL 1: OVERALL INDUSTRY BASED CERTIFICATION SUCCESS TARGET STATEMENT AND SCORING PLAN

Example 1: The average passage rate of Industry Based Certifications across all credentialing assessments will increase by 10% or more.

Example 2: The average passage rate of Industry Based Certifications across all credentialing assessments will be at or above the state average.

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.
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Scoring Plan: Example 1

Achievement range: Passage Rate is <54%	Achievement range: Passage Rate is <64% and >54%	Achievement range: Passage Rate is 64%-69%	Achievement range: Passage Rate is >69%
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Scoring Plan: Example 2

Achievement range: Passage Rate is <54%	Achievement range: Passage Rate is 0-10 percent state average by 5% or more.	Achievement range: Passage Rate meets or exceeds the state average by 5% or more.	Achievement range: Passage rate exceeds the state average by 10% or more.
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GOAL 2: PRIORITY AREA TARGET STATEMENT AND SCORING PLAN

Example: The average passage rate of Industry Based Certifications in the Business Management and Administration Career Cluster will increase by 14% or more (passage rate of 25% or higher).

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: Passage Rate is <16%	Achievement range: Passage Rate is <25% and >16%	Achievement range: Passage Rate is 25%-35%	Achievement range: Passage Rate is >35%