

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 Reflect and **Define Student Learning Expectations (Goals)**. The [Louisiana Principal’s Teaching and Learning Guidebook](#), combined with this toolkit, provide a framework for setting principal goals.

When setting principal goals, keep in mind that the letter grade scale will be raised by five SPS points in 2021-2022 and 2024-2025, increasing the minimum score needed to earn an A, B, or C. For example, a school with an estimated SPS of 75.5 (B) in 2016-2017 will need to improve by at least 4.5 SPS points to maintain a B letter grade in 2021-2022. The school would need to increase its SPS by at least 0.9 SPS points per year for the next five years to maintain its B grade. To earn an A in 2021-2022, the school would need to increase its SPS by at least 3.9 SPS points per year (19.5 points total) for five years.

Letter Grade	Scale for 2017-2018 through 2020-2021	Scale for 2021-2022 through 2023-2024	Scale for 2024-2025 and beyond
A	90.0-150.0	95.0-150.0	100.0-150.0
B	75.0-89.9	80.0-94.9	85.0-99.9
C	60.0-74.9	65.0-79.9	70.0-84.9
D	50.0-59.9	50.0-64.9	50-69.9
F	0-49.9	0-49.9	0-49.9

GOAL SETTING WORKSHEET

School:	Grade Configuration:	Principal:
Step 1: UNDERSTAND SCHOOL RESULTS & REFLECT (End of year Conversations, Standardized Assessment Summary Reports, Benchmark/Diagnostic Assessment Data, Principal Report Card, 2016-2017 Results Summary) <ul style="list-style-type: none"> - How have we performed in the past and how does this compare to our peers? - What do we know about how our students are progressing toward their goals? - Are there certain grades and/or subjects needing more attention than others? - Is there a subgroup (e.g. special education, etc.) not making progress when compared to their peers? - What student readiness information is available and how does this inform our priorities and goals? 		
Data Summary:		
Identified Priority Areas and Rationale:		
Baseline and Trend Data:		

STEP 2: SET GOALS (Principal Report Card, 2016-2017 Results Summary, other baseline data) <ul style="list-style-type: none"> - How will the goals I set reflect the identified priority areas? - What growth should we expect? How does this compare to past growth and that of our peers? - What level of improvement in Overall SPS reflects realistic expectations for student achievement? - What levels of improvement in one or more components of SPS reflect realistic expectations for student achievement? 			
Goal #1: Overall SPS Improvement			
Target Statement (reflects Full Attainment):			
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:	Achievement range:	Achievement range:	Achievement range:
Goal #2: Component of SPS Improvement			
Target Statement (reflects Full Attainment):			
Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):

STEP 2: SET GOALS (Principal Report Card, 2016-2017 Results Summary, other baseline data)			
<ul style="list-style-type: none"> - How will the goals I set reflect the identified priority areas? - What growth should we expect? How does this compare to past growth and that of our peers? - What level of improvement in Overall SPS reflects realistic expectations for student achievement? - What levels of improvement in one or more components of SPS reflect realistic expectations for student achievement? 			
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Achievement range:	Achievement range:	Achievement range:	Achievement range:

A LETTER GRADE HIGH SCHOOLS

2018-2019 Results Summary

High School Student Achievement Data Component		2018-2019 Averages	Our School 2018-2019
SCHOOL PERFORMANCE SCORE (SPS)		101.6	
Assessment Index	Overall	83.1	
	Math (Algebra/Geometry) Index	79.7	
	English (English II and III) Index	90.3	
	Biology Index	74.6	
	U.S. History Index	77.2	
Progress Index	Overall	96.9	
	ELA Progress Index	97.8	
	Math Progress Index	95.9	
ACT Index	Average ACT Composite	20.6	
	Average ACT Index	86.3	
Graduation Rate	4-year cohort graduation rate	92.2	
Strength of Diploma	% of graduates earning Advanced or Basic credentials	65	
	% of graduates earning Advanced credentials	28	
	Average Strength of Diploma Index	111.5	

B LETTER GRADE HIGH SCHOOLS

2018-2019 Results Summary

High School Student Achievement Data Component		2018-2019 Averages	Our School 2018-2019
SCHOOL PERFORMANCE SCORE (SPS)		83.6	
Assessment Index	Overall	63.9	
	Math (Algebra/Geometry) Index	63.2	
	English (English II and III) Index	69.7	
	Biology Index	58.7	
	U.S. History Index	54	
Progress Index	Overall	83.3	
	ELA Progress Index	82.9	
	Math Progress Index	83.8	
ACT Index	Average ACT Composite	18.4	
	Average ACT Index	69.3	
Graduation Rate	4-year cohort graduation rate	85.4	

Strength of Diploma	% of graduates earning Advanced or Basic credentials	53	
	% of graduates earning Advanced credentials	11	
	Average Strength of Diploma Index	97.4	

C LETTER GRADE HIGH SCHOOLS

2018-2019 Results Summary

High School Student Achievement Data Component		2018-2019 Averages	Our School 2018-2019
SCHOOL PERFORMANCE SCORE (SPS)		68.3	
Assessment Index	Overall	42.5	
	Math (Algebra/Geometry) Index	41.5	
	English (English II and III) Index	46.9	
	Biology Index	38.8	
	U.S. History Index	35.3	
Progress Index	Overall	74.9	
	ELA Progress Index	74.9	
	Math Progress Index	75	
ACT Index	Average ACT Composite	16.6	
	Average ACT Index	50.7	
Graduation Rate	4-year cohort graduation rate	75.8	
Strength of Diploma	% of graduates earning Advanced or Basic credentials	37	
	% of graduates earning Advanced credentials	5	
	Average Strength of Diploma Index	85	

D LETTER GRADE HIGH SCHOOLS

2018-2019 Results Summary

High School Student Achievement Data Component		2018-2019 Averages	Our School 2018-2019
SCHOOL PERFORMANCE SCORE (SPS)		56	
Assessment Index	Overall	36.3	
	Math (Algebra/Geometry) Index	37	
	English (English II and III) Index	40.1	
	Biology Index	35.4	
	U.S. History Index	24.5	
Progress Index	Overall	71.8	
	ELA Progress Index	71.7	
	Math Progress Index	71.9	
ACT Index	Average ACT Composite	15.5	
	Average ACT Index	37.4	
Graduation Rate	4-year cohort graduation rate	66	
Strength of Diploma	% of graduates earning Advanced or Basic credentials	23	
	% of graduates earning Advanced credentials	2	
	Average Strength of Diploma Index	73.2	

F LETTER GRADE HIGH SCHOOLS

2018-2019 Results Summary

High School Student Achievement Data Component		2018-2019 Averages	Our School 2018-2019
SCHOOL PERFORMANCE SCORE (SPS)		42.9	
Assessment Index	Overall	25.4	
	Math (Algebra/Geometry) Index	25.9	
	English (English II and III) Index	29.6	
	Biology Index	22.1	
	U.S. History Index	17.3	
Progress Index	Overall	65.2	
	ELA Progress Index	64.6	
	Math Progress Index	66	
ACT Index	Average ACT Composite	15.1	
	Average ACT Index	28.6	
Graduation Rate	4-year cohort graduation rate	51.9	
Strength of Diploma	% of graduates earning Advanced or Basic credentials	19	
	% of graduates earning Advanced credentials	4	
	Average Strength of Diploma Index	62.4	