

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: | | |

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|---|---|---|--|
| 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): |

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|--|--|---|---|
| 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? | | | |
| demonstrated an insufficient impact on student learning by falling far short of the target. | demonstrated some impact on student learning, but did not meet the target. | demonstrated a considerable impact on student learning by meeting the target. | demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin. |
| Achievement range: | Achievement range: | Achievement range: | Achievement range: |

A LETTER GRADE K-8 SCHOOLS

2018-2019 Results Summary

| K-8 Student Achievement Data Component | | 2018-2019 Averages | Our School 2018-2019 |
|---|--------------------------|-----------------------|-------------------------|
| SCHOOL PERFORMANCE SCORE (SPS): with grade 8 | | 98.4 | |
| SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8 | | 97.7 | |
| Assessment Index | Overall | 93.4 | |
| | ELA Assessment Index | 98.8 | |
| | Math Assessment Index | 91.8 | |
| | Science Assessment Index | 87.2 | |
| | Social Studies Index | 87.5 | |
| Progress Index | Overall | 103.6 | |
| | ELA Progress Index | 105.8 | |
| | Math Progress Index | 101.6 | |
| Dropout/Credit Accumulation Index | DCAI Index | 143.2 | |

B LETTER GRADE K-8 SCHOOLS

2018-2019 Results Summary

| K-8 Student Achievement Data Component | | 2018-2019 Averages | Our School 2018-2019 |
|---|--------------------------|-----------------------|-------------------------|
| SCHOOL PERFORMANCE SCORE (SPS): with grade 8 | | 82.1 | |
| SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8 | | 81.8 | |
| Assessment Index | Overall | 76.3 | |
| | ELA Assessment Index | 83 | |
| | Math Assessment Index | 75 | |
| | Science Assessment Index | 70.8 | |
| | Social Studies Index | 66.3 | |
| Progress Index | Overall | 93.8 | |
| | ELA Progress Index | 96.8 | |
| | Math Progress Index | 90.9 | |
| Dropout/Credit Accumulation Index | DCAI Index | 138.2 | |

C LETTER GRADE K-8 SCHOOLS

2018-2019 Results Summary

| K-8 Student Achievement Data Component | | 2018-2019 Averages | Our School 2018-2019 |
|---|--------------------------|-----------------------|-------------------------|
| SCHOOL PERFORMANCE SCORE (SPS): with grade 8 | | 67.5 | |
| SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8 | | 67.3 | |
| Assessment Index | Overall | 58.5 | |
| | ELA Assessment Index | 65.5 | |
| | Math Assessment Index | 57.5 | |
| | Science Assessment Index | 51.1 | |
| | Social Studies Index | 47.3 | |
| Progress Index | Overall | 87.2 | |
| | ELA Progress Index | 89.8 | |
| | Math Progress Index | 84.4 | |
| Dropout/Credit Accumulation Index | DCAI Index | 132.5 | |

D LETTER GRADE K-8 SCHOOLS

2018-2019 Results Summary

| K-8 Student Achievement Data Component | | 2018-2019 Averages | Our School 2018-2019 |
|---|--------------------------|-----------------------|-------------------------|
| SCHOOL PERFORMANCE SCORE (SPS): with grade 8 | | 55.6 | |
| SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8 | | 55.5 | |
| Assessment Index | Overall | 43.1 | |
| | ELA Assessment Index | 50.9 | |
| | Math Assessment Index | 41.5 | |
| | Science Assessment Index | 35.5 | |
| | Social Studies Index | 31.4 | |
| Progress Index | Overall | 81.8 | |
| | ELA Progress Index | 85.5 | |
| | Math Progress Index | 78.2 | |
| Dropout/Credit Accumulation Index | DCAI Index | 125.6 | |

F LETTER GRADE K-8 SCHOOLS

2018-2019 Results Summary

| K-8 Student Achievement Data Component | | 2018-2019 Averages | Our School 2018-2019 |
|---|--------------------------|-----------------------|-------------------------|
| SCHOOL PERFORMANCE SCORE (SPS): with grade 8 | | 43.6 | |
| SCHOOL PERFORMANCE SCORE (SPS): w/out grade 8 | | 43.3 | |
| Assessment Index | Overall | 30.6 | |
| | ELA Assessment Index | 37.3 | |
| | Math Assessment Index | 27.8 | |
| | Science Assessment Index | 24.4 | |
| | Social Studies Index | 20 | |
| Progress Index | Overall | 74.4 | |
| | ELA Progress Index | 78.1 | |

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|--|---------------------|-------|--|
| | Math Progress Index | 70.8 | |
| Dropout/Credit Accumulation Index | DCAI Index | 122.3 | |