

Principal Goal Setting Toolkit

Overview

Student learning is the most important measure of success for teachers, leaders, schools, and school systems. Maximizing student learning begins with setting meaningful goals for students through a thoughtful process that includes two main steps:

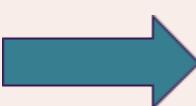
1. Understanding School Results, and
2. Reflecting and Defining Student Learning Expectations (Goals).

Cut Scores Based on 2024 SPS Results

School and District performance scores should provide an easily understandable and transparent assessment of performance. The public can use these data points to assess how well each school serves its students.

In June 2024, the Louisiana Board of Elementary and Secondary Education (BESE) adopted a new system for calculating school letter grades in [Bulletin 111 - The Louisiana School, District, and State Accountability System](#). The new system, known as *Grow. Achieve. Thrive.* will go into effect for the 2025-2026 school year, with simulated transitional scores made available to schools for the 2023-2024 and 2024-2025 school years.

The revised formula prioritizes simplicity and transparency by setting an expectation for all students and reporting a school's score as the percentage of students who met it.

Letter Grade	Schools without a graduation cohort	Schools with a graduation cohort	Districts	Each time 50% or more schools on a scale earn A/B combined, the following year the scales go up by 5 points until we reach the final scale	Final Scale
A	53.6 - 100	54.5 - 100	48.9 - 100		90 - 100
B	44.3 - 53.5	45.3 - 54.4	42.9 - 48.8		80 - 89
C	32.7 - 44.2	33.0 - 45.2	35.9 - 42.8		70 - 79
D	26.7 - 32.6	26.1 - 32.9	31.1 - 35.8		60 - 69
F	0 - 26.6	0 - 26.0	0 - 31.0		0 - 59

Utilizing Revised Formula Performance Summary to Set Goals

To set goals, schools and school systems should utilize their *Revised Formula Performance* for principals and school leaders. There are documents available on the [Accountability page](#), including [Grow. Achieve. Thrive. General FAQ](#), [K-2 Accountability Guidance](#), and [Grow. Achieve. Thrive One-pager](#) to assist schools and systems with understanding the data to be able to set reasonable goals.

District accountability contacts have received files on the FTP and through weekly Office Hours, including, but not limited to:

- Post-data certification rosters
 - Assessment Rosters (LEAP, LEAP Connect, ELPT/ELPT Connect)
 - Cohort (2024 and 2025), including both the 2025 formula and the revised formula indices
- 2026 student level growth target roster
- LEAP and K-2 literacy cut scores for non-proficient achievement levels

Please contact your district's accountability contact for questions about the revised formula. Accountability Contacts can reach out to accountability@la.gov for additional information.

GOAL SETTING WORKSHEET

School:	Grade Configuration:	Principal:		
Step 1: UNDERSTAND SCHOOL RESULTS & REFLECT (End-of-Year and Beginning-of-Year Conversations, Standardized Assessment Summary Reports, Principal Report Card, etc.) <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 group of students (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 <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): 				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:
STEP 2: SET GOALS <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 #2: Component of SPS Improvement

Target Statement (reflects Full Attainment):

Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling short of the target.	Emerging (2 points) Demonstrated some impact on student learning, but did not meet the target.	Proficient (3 points) Demonstrated a considerable impact on student learning by meeting the target.	Highly Effective (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	Exemplary (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:

School Goal Setting

School Performance Score Components		*2023-2024 State Averages	*2023-2024 System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts	45.1%				
	% of Students Growing in Math	39.5%				
	English Language Arts Growth for the Lowest 25% of Students	46.3%				
	Math Growth for the Lowest 25% of Students	48.6%				
	% of Students Growing in English Language Acquisition	31.9%				
Achieve	% of Students Proficient in English Language Arts	44.4%				
	% of Students Proficient in Math	33.3%				
	% of Students Proficient in Science	29%				
	% of Students Proficient in Social Studies	27%		N/A Field Tested		
Thrive (applies to HS)	Graduation Rate	83.2%				
	% of Students Ready based on a Nationally Recognized Exam	36.2%				
	% of Students Accelerated into College Coursework, Career Training, or Service	26.2%				

*Scores have been simulated to reflect the 2025-2026 accountability policy. These scores are based on policy at the time of the creation of this document.

** Use the [calculator](#) for projections and update when official data is released.

Subgroup Goal Setting 2025-2026

Until statewide rosters are released for the 2025 SPS release, schools should utilize their *Subgroup Intervention Summary* rosters (available in the School System FTP) to estimate goals based on the needs of their student groups.

Race Subgroup

Subgroup Performance Score Components		2023-2024 Race State Averages	*2023-2024 Race System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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Economically Disadvantaged Subgroup

Subgroup Performance Score Components	2023-2024 Economically	*2023-2024 Economically	*2023-2024 Our School	** 2024-2025 Our School	2025-2026 School Goal
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		Disadvantaged State Averages	Disadvantaged System Averages			
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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English Learners Subgroup

Subgroup Performance Score Components		2023-2024 English Learners State Averages	*2023-2024 English Learners System Averages	*2023-2024 Our School	** 2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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Students with Disabilities Subgroup

Sybgroup Performance Score Components		2023-2024 Students with Disabilities Subgroup State Averages	*2023-2024 Students with Disabilities Subgroup System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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Homeless Subgroup

Subgroup Performance Score Components		2023-2024 Homeless State Averages	*2023-2024 Homeless System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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Military Service Subgroup

Subgroup Performance Score Components		2023-2024 Military Service State Averages	*2023-2024 Military Service System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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Foster Care Subgroup

Subgroup Performance Score Components		2023-2024 Foster Care State Averages	*2023-2024 Foster Care System Averages	*2023-2024 Our School	**2024-2025 Our School	2025-2026 School Goal
Grow	% of Students Growing in English Language Arts					
	% of Students Growing in Math					
	English Language Arts Growth for the Lowest 25% of Students					
	Math Growth for the Lowest 25% of Students					
	% of Students Growing in English Language Acquisition					
Achieve	% of Students Proficient in English Language Arts					
	% of Students Proficient in Math					
	% of Students Proficient in Science					
	% of Students Proficient in Social Studies			N/A Field Tested		
Thrive (applies to HS)	Graduation Rate					
	% of Students Ready based on a Nationally Recognized Exam					
	% of Students Accelerated into College Coursework, Career Training, or Service					

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