

Guidelines for Setting Goals for Principal School Performance Measures

1. Principals are encouraged to set multiple goals using multiple measures to most accurately assess effectiveness of the school action plan.
2. Goals should align with district priorities and with school improvement priorities, including any plans required for No Child Left Behind and other programs (e.g., plans for Focus and Priority Schools, Title I plan).
3. Goals must at least include: (1) a proficiency rate goal measured by MCAs; (2) a growth goal measured by MCAs; (3) an achievement gap reduction goal measured by MCAs; (4) a graduation rate goal, if applicable; and, (5) two other goals.
4. Goals must be measurable.
5. Goals must be collaboratively set and approved by the principal and evaluator. Principals are encouraged to involve school stakeholders in the planning process.
6. Goals must be based on student data or student learning measures.
7. Goals may be based on whole-school or on subgroup populations.

Examples of Goals and Notes

MCA Proficiency Rate Goals

1. Schoolwide, the number of students not proficient in reading will decrease from 31 percent to 28 percent.
2. The percentage of free/reduced lunch (economically disadvantaged) students proficient in math will increase from 52 percent to 57 percent.
3. The percent of students in grade five who do not meet, partially meet, meet, and exceed standards in math will improve:
 - a. From 19 percent of students not meeting standards to 11 percent of students not meeting standards.
 - b. From 49 percent of students partially meeting standards to 44 percent of student partially meeting standards.
 - c. From 21 percent of students meeting standards to 31 percent of students meeting standards.
 - d. From 11 percent of student exceeding standards to 14 percent of students exceeding standards.

It takes longer to show progress based on proficiency rates.

Principals should not set goals based on the Multiple Measures Rating proficiency percentile or MMR proficiency points; these reflect progress relative to other schools.

MCA Growth Goals

1. The percentage of students in grade four who make predicted growth in math will increase from 43 percent to 49 percent.
2. The school's average growth Z-score in math will improve from -0.637 to -0.500.

It is easier to show major improvements based on growth.

It is recommended that principals use the number of students making predicted growth to set goals.

Principals should not set goals based on the MMR growth percentile or MMR growth points; these reflect progress relative to other schools.

MCA Achievement Gap Reduction Goals

1. The schoolwide achievement gap between Hispanic students and White students will be reduced from 70 percent of Hispanic students proficient in reading compared to 88 percent of White students (18 percentage points) to 16 percentage points without decreasing the percent of White students proficient in reading.
2. The school's MMR achievement gap reduction score will be 0.
3. The school's MMR achievement gap reduction scores for all ethnic subgroups will be 0's or negative scores.

It is easier to show major improvements based on achievement gap reduction.

Principals should not set goals based on the MMR gap percentile or MMR gap points; these reflect progress relative to other schools.

Minnesota's goal is to reduce achievement gaps by 50 percent in seven years.

Graduation Rate Goals

1. The number of students in the American Indian subgroup not graduating in the 4-year, 5-year, and 6-year cohorts will be reduced by 10 percent each.
2. The number of students graduating as measured by the 6-year cohort will improve from 79 percent to 81 percent.
3. Graduation rates will improve from 73 percent to 76 percent in the 4-year cohort, 75 percent to 79 percent in the 5-year cohort, and 76 percent to 81 percent in the 6-year cohort.

It takes longer to show progress based on graduation rates.

The Minnesota goal for graduation rate is 90 percent of students in all three cohorts.

Principals should not set goals based on the MMR grad percentile or MMR grad points; these reflect progress relative to other schools.

If only one cohort is used to set a goal, it is recommended that the 6-year cohort be used.