

ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE

This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. **Contact application responses must be submitted to the Department of Public Instruction using the [online AGR Five-Year Achievement Guarantee Contract Application form](#).** Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. [Wis. Stat. § 118.44\(4\)\(d\)](#)

Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. [Wis. Stat. § 118.44\(4\)\(c\)](#)

Use the table below to plan the AGR contract application responses:

At the end of the semester, describe the following for the school board:

Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics.	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of the spring semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of each semester: Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade K-3.
K	Reading	93% of kindergarten students made the fall benchmark of knowing 5 letter sounds on the PALS assessment. 90% of kindergarten students will attain the spring benchmark of knowing 21 letter sounds on the PALS assessment.	Formative and summative assessments include the optional winter PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics.	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative RtI process with tiered supports.	84% of kindergarten students made the winter benchmark of knowing 17 letter sounds on the PALS assessment. 77% of kindergarten students have already reached the spring benchmark of knowing 21 letter sounds on the PALS assessment.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative RtI process with tiered supports.
K	Mathematics	67% of kindergarten students made the End of Year benchmark on the district Number Development Assessment for	Formative and summative assessments include the Number Development Assessment, weekly and unit assessments from within and Math	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative RtI process with tiered supports.	During winter assessments, 86% of kindergarten students made the End of Year benchmark on the district Number Development Assessment for Number Identification, 66% for Sequencing and ordering numbers, and 84% for object counting.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative RtI process with tiered supports.

Template for Planning and School Use – Performance objectives are sent to DPI during the AGR contract application process. Report end-of-semester responses to the school board.

		<p>Number Identification, 23% for Sequencing and ordering numbers, and 64% for object counting.</p> <p>80% of kindergarten students will make the End of Year benchmark on the district Number Development Assessment in Number Identification, sequencing and ordering numbers and object counting.</p>	<p>Expressions Curriculum and daily number development practice.</p>				
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