

## ACHIEVEMENT GAP REDUCTION PROGRAM 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 AGR Five-Year 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).

**Use the table below to plan the AGR contract application responses. At the end of the semester, describe the following for the school board.**

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)

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.	<b>At the end of the fall semester:</b> 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.	<b>At the end of the spring semester:</b> 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.	<b>At the end of each semester:</b> 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.
1	Reading	33% (19/58) of Grade 1 students scored at or above grade level in Phonological Awareness as measured by the iReady Fall Diagnostic Assessment.  70% of Grade 1 students will score at or above grade level in Phonological Awareness as measured by the iReady Spring Diagnostic Assessment	Formative and summative assessments include the aimsweb+ screener, iReady Diagnostic Assessment along with bi-weekly quick checks, daily work in Heggerty and phonics curriculum.	One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide teachers with the professional development and strategies to focus on and fill student learning gaps.	48% (30/62) of Grade 1 students scored at or above grade level in Phonological Awareness as measured by the iReady Winter Diagnostic Assessment.		One-to one tutoring Instructional coaching

**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.

1	Mathematics	<p>22% (13/59) of Grade 1 students scored at or above grade level in Number and operations as measured by the iReady Fall Diagnostic Assessment.</p> <p>70% of Grade 1 students will score at or above grade level in Number and Operations as measured by the Spring iReady Diagnostic Assessment.</p>	Formative and summative assessments include the iReady Diagnostic Assessment along with daily checks, small group work, and Unit and Quarterly assessments in Stepping Stones math.	One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide teachers with the professional development and strategies to focus on and fill student learning gaps.	42% (26/62) of Grade 1 students scored at or above grade level in Number and operations as measured by the iReady Winter Diagnostic Assessment.		One-to one tutoring Instructional coaching
2	Reading	<p>22% (14/63) of Grade 2 students scored at or above grade level in Phonics as measured by the iReady Fall Diagnostic Assessment.</p> <p>70% of Grade 2 students will score at or above grade level in Phonics as measured by the iReady Spring Diagnostic Assessment</p>	Formative and summative assessments include the aimsweb+ screener, iReady Diagnostic Assessment along with bi-weekly quick checks, small group work and daily work in decoding and literacy curriculum.	One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide teachers with the professional development and strategies to focus on and fill student learning gaps.	48% (30/63) of Grade 2 students scored at or above grade level in Phonics as measured by the iReady Winter Diagnostic Assessment.		One-to one tutoring Instructional coaching
2	Mathematics	17% (11/63) of Grade 2 students scored at or above grade level in Number and operations as	Formative and summative assessments include the iReady Diagnostic Assessment along with daily checks,	One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide	48% (30/63) of Grade 2 students scored at or above grade level in Number and operations as measured by the iReady Winter Diagnostic Assessment.		One-to one tutoring Instructional coaching

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		<p>measured by the iReady Fall Diagnostic Assessment.</p> <p>70% of Grade 2 students will score at or above grade level in Number and Operations as measured by the Spring iReady Diagnostic Assessment.</p>	<p>small group work, and Unit and Quarterly assessments in Stepping Stones math.</p>	<p>teachers with the professional development and strategies to focus on and fill student learning gaps.</p>			
3	Reading	<p>32% (24/75) of Grade 3 students scored at or above grade level in Overall Comprehension as measured by the iReady Fall Diagnostic Assessment.</p> <p>70% of Grade 3 students will score at or above grade level in Overall Comprehension as measured by the iReady Spring Diagnostic Assessment.</p>	<p>Formative and summative assessments include the aimsweb+ screener, iReady Diagnostic Assessment along with bi-weekly checks, small group work, daily work in vocabulary and comprehension strategies.</p>	<p>One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide teachers with the professional development and strategies to focus on and fill student learning gaps.</p>	<p>45% (35/77) of Grade 3 students scored at or above grade level in Overall Comprehension as measured by the iReady Winter Diagnostic Assessment.</p>		<p>One-to one tutoring Instructional coaching</p>

3	Mathematics	<p>16% (12/73) of Grade 3 students scored at or above grade level in Number and operations as measured by the iReady Fall Diagnostic Assessment.</p> <p>70% of Grade 3 students will score at or above grade level in Number and Operations as measured by the Spring iReady Diagnostic Assessment.</p>	Formative and summative assessments include the iReady Diagnostic Assessment along with daily checks, small group work, and Unit and Quarterly assessments in Stepping Stones math.	One-to-one tutoring will provide students with reteaching that works to fill in the gaps of their learning. Instructional coaching will provide teachers with the professional development and strategies to focus on and fill student learning gaps.	45% (35/77) of Grade 3 students scored at or above grade level in Number and operations as measured by the iReady Winter Diagnostic Assessment.		One-to one tutoring Instructional coaching
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