

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\(4\)\(d\)](#)

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.	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.
<u>K</u>	<u>Reading</u>	Baseline: Students not assessed at beginning of year - Just beginning to read (Assessing after a few months of school.) Growth Goal: 80 % of students in Kindergarten will be reading at an Ind. C by the end of the 18/19 school year.	Teachers used guided reading instruction, ESGI Early Literacy Screener, CAFE, Fountas & Pinnell, and daily five strategies to complete formative checks on student early literacy skills.	Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies	<ul style="list-style-type: none"> - 16% reading at an Independent C or higher (10/61) - 43% reading 1 level below a C (26/61) 		Class size reduction and instructional coaching
<u>K</u>	<u>Mathematics</u>	Baseline: --Counting Cardinality - 11% scored 3 or 4 (7/64) (1 student not assessed)			<ul style="list-style-type: none"> - Counting Cardinality: 47% (30/64) of students met benchmark for EOY assessment 		

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>-Operations & Algebraic Thinking - Not assessed at beginning of year.</p> <p>-Numbers and Operations Base 10 - Not assessed at beginning of year.</p> <p>Growth Goal: 80 % of students in Kindergarten will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	<p>The teachers do individual assessments during their math stations to identify student need, and they also look at their essential standards assessment given throughout the year.</p>	<p>Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies</p>	<ul style="list-style-type: none"> - Operations & Algebraic Thinking: 36% (23/64) of students met benchmark for EOY assessment - Numbers and Operations Base 10: 25% (16/64) of students met benchmark for EOY assessment 		<p>Class size reduction and instructional coaching</p>
1	<u>Reading</u>	<p>Baseline: 3% at Ind. I or higher (2/72) (Results from assessment in late fall of 1st Trimester)</p> <p>Growth Goal: 80 % of students in 1st grade will be reading at an Ind. I by the end of the 18/19 school year.</p>	<p>Teachers used guided reading instruction, ESGI Early Literacy Screener, CAFE, Fountas & Pinnell, and daily five strategies to complete formative checks on student early literacy skills.</p>	<p>Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies</p>	<ul style="list-style-type: none"> - 13% reading at an Independent I or higher (9/72) - 21% reading 1 or 2 levels below an I (15/72) 		<p>Class size reduction and instructional coaching</p>
1	<u>Mathematics</u>	<p>Baseline: -Operations & Algebraic Thinking - 4%</p>			<ul style="list-style-type: none"> - Operations & Algebraic Thinking: 43% (31/72) of students met benchmark for EOY assessment 		

		<p>scored 3 or 4 (3/72) of students met benchmark for EOY assessment.</p> <p>-Numbers and Operations Base 10 - 3% scored 3 or 4 (2/72) of students met benchmark for EOY assessment.</p> <p>-Measurement & Data - 22% scored 3 or 4 (16/72) of students met benchmark for 2nd Grade EOY assessment.</p> <p>Growth Goal: 80 % of students in 1st grade will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	<p>The teachers do individual assessments during their math stations to identify student need, and they also look at their essential standards assessment given throughout the year.</p>	<p>Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies</p>	<ul style="list-style-type: none"> - Numbers and Operations Base: 46% (33/72) of students met benchmark for EOY assessment - Measurement & Data: 49% (35/72) of students met benchmark for EOY assessment 		<p>Class size reduction and instructional coaching</p>
<u>2</u>	<u>Reading</u>	<p>Baseline: 4% Ind. L or higher (3/67) (Results from assessment in late fall of 1st Trimester)</p> <p>Growth Goal: 80 % of students in 2nd grade will be reading at an Ind. L by the end of the 18/19</p>	<p>Teachers used guided reading instruction, ESGI Early Literacy Screener, CAFE, Fountas & Pinnell, and daily five strategies to complete formative checks on student early literacy skills.</p>	<p>Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies</p>	<ul style="list-style-type: none"> - 9% reading at an Independent L or higher (6/66) - 39% reading 1 or 2 levels below an L (26/66) 		<p>Class size reduction and instructional coaching</p>

		school year.					
2	Mathematics	<p>Baseline: -Operations & Algebraic Thinking - 54% (36/67) of students met benchmark for EOY assessment.</p> <p>-Numbers and Operations Base 10 - 21% (14/67)of students met benchmark for EOY assessment.</p> <p>-Measurement & Data - 1% (1/67) of students met benchmark for 2nd Grade EOY assessment.</p> <p>Growth Goal: 80 % of students in 2nd grade will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	The teachers do individual assessments during their math stations to identify student need, and they also look at their essential standards assessment given throughout the year.	Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies	<ul style="list-style-type: none"> - Operations & Algebraic Thinking: 85% (56/66) of students met benchmark for EOY assessment - Numbers and Operations Base: 68% (45/66) of students met benchmark for EOY assessment - Measurement & Data: 33% (22/66) of students met benchmark for EOY assessment 		Class size reduction and instructional coaching
3	Reading	<p>Baseline: - 2% Reading at an Ind. O or higher (2/94) (Results from assessment in late fall of 1st Trimester) -17% (16/95) on track(Results from</p>	Teachers used guided reading instruction, ESGI Early Literacy Screener, CAFE, review data from ACT Aspire, Fountas & Pinnell, and daily five strategies to complete formative checks on student early literacy	Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies	<ul style="list-style-type: none"> - 5% reading at an Independent O or higher (5/96) - 13% reading 1 or 2 levels below an O (12/96) 		Instructional coaching

		ACT Aspire Assessment) - Growth Goal: 80 % of students in 3rd grade will be reading at an Ind. O by the end of the 18/19 school year.	skills.		- 41% on track(Results from ACT Aspire Reading Assessment) (39/96).		
3	Mathematics	Baseline: -26% (25/95) on track for fall ACT Aspire assessment -Operations & Algebraic Thinking - 0% (0/95) of students met benchmark for EOY assessment. -Numbers and Operations Fractions - 0% (0/95) of students met benchmark for EOY assessment. -Measurement & Data - 0% (0/95)of students met benchmark for 2nd Grade EOY assessment. Growth Goal: 80 % of students in 3rd grade will understand and successfully perform grade level essential standards on EOY	The teachers do individual assessments during their math stations to identify student need, review data from ACT Aspire, and they also look at their essential standards assessment given throughout the year.	Teachers have the opportunity to meet with a Coach, Director of Curriculum or Building Principal to improve their universal teaching strategies	- 54% on track(Results from ACT Aspire Math Assessment) (52/96). - Operations & Algebraic Thinking: 9% (9/96) of students met benchmark for EOY assessment - Numbers and Operations Fractions: 10% (10/96) of students met benchmark for EOY assessment - Measurement & Data: 15% (14/96) of students met benchmark for EOY assessment		Instructional coaching

		and ACT Aspire assessments.					
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