

## 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.
K	Reading	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Teacher created formative and summative assessments  Fastbridge Early Reading  Aimsweb Early Literacy	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Fastbridge Reading results: 74% of students are at or above benchmark  Winter 2025 Aimsweb Reading results: 69% of students are at or above benchmark	Spring 2025 Aimsweb Reading results: 74.6% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction

K	Mathematics	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Math Expressions beginning of year inventory  Math Expressions assessments  Fastbridge Early Math	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024: Grade-wide average on beginning of year math inventory: 0% of students are at or above the fall benchmark  Fall 2024 Fastbridge Math: 86% of students are at or above benchmark  Winter 2025 Fastbridge Math: 83% of students are at or above benchmark	Spring 2025: Grade-wide average on the end of the year math inventory: 91% of students are at or above the spring benchmark  Spring 2025: Fastbridge Math: 84% of students are at or above benchmark.	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction
1	Reading	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Teacher created formative and summative assessments  Fastbridge Early Reading  Aimsweb Oral Reading Fluency	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Fastbridge Reading results: 56% of students are at or above benchmark  Winter 2025 Aimsweb Reading results: 57% of students are at or above benchmark	Spring 2025 Aimsweb Reading results: 74% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction
1	Mathematics	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Math Expressions beginning of year inventory  Math Expressions assessments  Fastbridge Early Math	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024: Grade-wide average on beginning of year inventory: 0% of students are at or above grade level.  Fall 2024 Fastbridge Math: 75% of students are at or above benchmark	Spring 2025: Grade-wide average on the end of the year math inventory: 97% of students are at or above the spring benchmark  Spring 2025 Fastbridge Math: 89% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction

					Winter 2025 Fastbridge Math: 85% of students are at or above benchmark		
2	Reading	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Teacher created formative and summative assessments  Fastbridge Adaptive Reading  Aimsweb Oral Reading Fluency	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Fastbridge Reading results: 74% of all students are at or above benchmark  Winter 2025 Aimsweb Reading results: 78% of students are at or above benchmark	Spring 2025 Aimsweb Reading results: 73.3% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction
2	Mathematics	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Math Expressions beginning of year inventory  Math Expressions assessments  Fastbridge Adaptive Math	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Grade-wide average on beginning of year inventory: 2% of students are at or above the fall benchmark  Fall 2024 Fastbridge Math results: 73% of students are at or above the benchmark  Winter 2025 Fastbridge Math: 78% of students are at or above benchmark	Spring 2025: Grade-wide average on the end of the year math inventory: 82% of students are at or above the spring benchmark  Spring 2025 Fastbridge Math: 60% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction
3	Reading	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Teacher created formative and summative assessments  Fastbridge Adaptive Reading  Aimsweb Oral Reading Fluency	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Fastbridge Reading results: 70% of students at or above benchmark  Winter 2025 Aimsweb Reading results: 70% of students are at or above benchmark	Spring 2025 Aimsweb Reading results: 73.9% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction

3	Mathematics	Students are screened three times during the school year - fall, winter, and spring. The goal is for 80 percent of students to be at or above benchmark. *Not all assessments identified are administered all three times.*	Math Expressions beginning of year inventory  Math Expressions assessments  Fastbridge Adaptive Math	Smaller class sizes enable teachers to differentiate instruction for all students by utilizing small group instruction and one-on-one instruction.  Instructional coaching will be used to help teachers identify and plan for small group instruction within the regular education classroom.	Fall 2024 Grade-wide average on beginning of year inventory: 0% of students are at or above the fall benchmark  Fall 2024 Fastbridge Math results: 82% of students are at or above benchmark  Winter 2025 Fastbridge Math: 74% of students are at or above benchmark	Spring 2025: Grade-wide average on the end of the year math inventory: 55% of students are at or above the spring benchmark  Spring 2025 Fastbridge Math: 71% of students are at or above benchmark	<b><u>Fall Semester</u></b> Smaller Class Sizes Class Size Reduction  <b><u>Spring Semester</u></b> Smaller Class Sizes Class Size Reduction
---	-------------	---	--	--	---	---	--