

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	Students' baseline scores from the state PALS (Phonological Awareness Literacy Screening) assessment will be recorded after the state testing window in October. Areas assessed are letter name and sound identification, rhyming and beginning sound awareness, spelling CVC words, and concept of word. 80% of our kindergarten students will achieve the state benchmarks as assessed by the spring PALS assessment.	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: anecdotal records, literacy skills assessments (i.e. letters/sounds, rhyming), HSIW assessments, running records, and the Fountas & Pinnell Benchmark Assessment System.	Having class size reduction and instructional coaching will allow educators will allow educators the ability to more effectively observe and assess the needs and growth of individual students in order to effectively instruct to the needs of the whole group, small groups, and the individual.	Using Fall & Mid-Year PALS data: (6 areas assessed: rhyme, beginning sounds, alphabet recognition, letter sounds, spelling, concept of word) <ul style="list-style-type: none"> - 78% of kindergarten students have met the expected state benchmarks - 14% of students missed the benchmark in 1-2 of the assessed areas - 8% of students missed the benchmark in 3-5 of the assessed areas (Of the 74 students in the assessed population, 2 moved to our district in mid-late January of this school year.)		Class Size Reduction

K	Mathematics	A baseline assessment (district created) will be taken in the fall to assess kindergarten students' knowledge of #1-20 and their ability to rote count to 100. By the end of the school year, 80% of kindergarten students will be able to correctly identify and write #s 1-20 and rote count to 100.	Students will have both formative and summative assessments throughout the year which will include, but are not limited to: anecdotal records, math skill assessments (i.e. # ID, counting, writing #s), Math Expressions unit assessments, daily written work and homework.	Having class size reduction and instructional coaching will allow educators the ability to more effectively observe and assess the needs and growth of individual students in order to effectively instruct to the needs of the whole group, small groups, and the individual.	<p>Using 2nd quarter district math assessment for:</p> <p>Identify #1-20</p> <ul style="list-style-type: none"> - 62% of students can correctly identify #1-20 - 20% of students show progress toward this goal as on track - 11% of students are struggling to make expected progress <p>Write #1-20</p> <ul style="list-style-type: none"> - 76% of students can correctly write #1-20 - 19% of students show progress toward this goal as on track - 5% of students are struggling to make expected progress <p>Rote count to 100</p> <ul style="list-style-type: none"> - 57% of students can rote count to 100 - 23% of students show progress toward this goal is on track - 20% of students are struggling to make expected progress <p>(Of the 74 students in the assessed population, 2 moved to our district in mid-late January of this school year.)</p>		Class Size Reduction
1	Reading	A baseline PALS benchmark will be recorded after the fall testing. 80% of students will be expected to meet or exceed the spring benchmark for PALS. Areas assessed for spelling are beginning and ending sounds,	Students will have both formative and summative assessments throughout the school year which include, but are not limited to: running records, observations, Fountas & Pinnell	Having class size reduction and instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals.	All first grade students took the midyear PALS assessment. 10 of the 59 of them score at the primer or higher level. This means that 85% of the first grade population is currently meets or exceeds the PALS benchmark. Areas assessed are beginning and ending sounds, digraphs, blends, short and long vowel sounds, nasals, CVCe. Areas assessed for		Instructional Coaching

		digraphs, blends, short and long vowel sounds, nasals, CVCe. Areas assessed for reading skills are text level, Oral errors and self-correct rate, fluency, WPM, comprehension level.	Benchmark Assessment System, and Midyear PALs and RTI quick checks.		reading skills are text level, Oral errors and self-correct rate, fluency, WPM, comprehension level. All first graders in Multiage were assessed using the Fountas & Pinnell Benchmark Assessment System These results are from January testing. Exceeds-13 students Meets-7 students Approaches Expectations-1 student Below-1 student Students who were below and or approaching expectations were also given the PALS assessment.		
1	Mathematics	A baseline beginning of the year assessment will be recorded after the fall testing. The assessment includes: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement & data, and geometry. 80% of students will be expected to meet or exceed the end of the year math assessment.	Students will have both formative and summative assessments throughout the school year which include, but are not limited to: unit quizzes, observations, & end of unit assessments.	Having class size reduction and instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals.	The end of the year assessment was given to all 69 first graders. 21% of first graders met or exceeded the end of year benchmark 33% of first graders were within 10 points of meeting the end of year benchmark. 21% of first graders were within 20 points of meeting the end of year benchmark. 16% of first graders were within 30 points of meeting the end of year benchmark. 6% of first graders were within 40 points of meeting the end of year benchmark. 3% of first graders were within 50		Instructional Coaching

					<p>points of meeting the end of year benchmark.</p> <p>The assessment includes: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement & data, and geometry.</p> <p>The first graders were assessed using an end of year assessment. Considering that roughly 50% of the content is still to be taught it appears that the goal will be met and likely surpassed.</p> <p>First graders in multiage are assessed using both formative and summative assessments throughout the year. These may include but are not limited to quizzes and unit tests.</p> <p>Exceeding math expectations-10 students Meeting expectations in math growth and goals-10 students Struggling to make math goals and growth-2 students</p>		
2	Reading	A baseline reading MAP score will be recorded after the fall testing in September. Those students who score between 141 and 170 will be expected to gain a minimum of 20 RIT points of growth as assessed by the spring reading MAP test score. Those students who scored 171 RIT points or	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: anecdotal records, running records, observation, and Fountas & Pinnell Benchmark Assessment System,		<p>Using the Winter Reading MAP scores:</p> <p>Second Grade Students: *141-170</p> <ul style="list-style-type: none"> - 14 students met their 20 pt. RIT growth for the year by winter. - 24 students are well on their way to meeting their growth goal. - 7 students are struggling to make expected growth. <p>*171+</p> <ul style="list-style-type: none"> - 11 students made their 14 		Instructional Coaching

		higher will be expected to attain a minimum of 14 points of RIT growth by spring MAP testing. Students with an IEP or special needs will have individualized growth goals.			<p>point gain by winter.</p> <ul style="list-style-type: none"> - 18 students are well on their way to meeting their growth goal. - 9 students are struggling to make expected growth 		
2	Mathematics	A baseline math MAP score will be recorded after the fall testing in September. Those students who score between 141 and 170 will be expected to gain a minimum of 20 RIT points of growth as assessed by the spring reading MAP test score. Those students who scored 171 RIT points or higher will be expected to attain a minimum of 15 points of RIT growth by spring MAP testing. Students with an IEP or special needs will have individualized growth goals.	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: pre and post assessments, homework designated to use as formative assessment, observation, anecdotal records, Fluency Checks and Quick Quizzes.	Having class size reduction and instructional coaching will allow educators to have further training and ability to more thoroughly observe and assess the needs of individual students in order to differentiate instruction for the whole group, small groups and individual needs. Properly meeting every child's specific academic deficits and strengths will in turn reduce the achievement gap between students within the grade level. Thus, every child should be able to meet or exceed their growth goal.	<p>Using the Winter Math MAP scores:</p> <p>Second Grade Students:</p> <p>*141-170</p> <ul style="list-style-type: none"> - 6 students met their 20 pt. RIT growth for the year by winter. - 24 students are well on their way to meeting their growth goal. - 3 students are struggling to make expected growth. <p>*171+</p> <ul style="list-style-type: none"> - 7 students made their 15 point gain by winter. - 32 students are well on their way to meeting their growth goal. - 11 students are struggling to make expected growth <p>-</p>		Instructional Coaching
3	Reading	A baseline reading Map score will be taken in September 2016. Those students scoring below the average norm of 188 will be expected to raise their total RIT score by 15 points by spring MAP testing.	Students will have formative and summative assessments throughout the school year which will include, but not limited to: anecdotal records, reading response	Having reduced class size will allow the teachers to attend to individual needs more closely and differentiate as needed. Working with individual strengths and weaknesses will help each child to meet or exceed their personal	<p>Using the winter MAP scores adjustments will be made to teaching whole group, small group, and individuals. Differentiation will continue based on weakest areas that need to be worked on the most in order to continue advancing RIT scores for the spring.</p> <p>Third Grade Students:</p>		Instructional Coaching

		<p>Those scoring at the average norm of 188-193 will be expected to raise their total RIT score by 10 points by the fall MAP testing. Those students scoring above 193 will raise their total RIT score by at least 5 points by the spring MAP testing. Students with a current IEP will have individualized goals.</p>	<p>entrees, written comprehension answers, fluency checks, book discussions and observation.</p>	<p>growth goals. Working with instructional coaches will give teachers new ideas and approaches as well as assistance in multi-modal approaches.</p>	<p><188</p> <ul style="list-style-type: none"> - 14 students met their 15 pt. RIT growth for the year by winter. - 10 students are well on their way to meeting their growth goal. - 7 students are struggling to make expected growth. <p>*188-193</p> <ul style="list-style-type: none"> - 5 students made their 10 point gain by winter. - 9 students are well on their way to meeting their growth goal. - 2 students are struggling to make expected growth <p>>193</p> <ul style="list-style-type: none"> - 12 students made their 5 point gain by winter. - 6 students are well on their way to meeting their growth goal. - 16 students are struggling to make expected growth 		
3	Mathematics	<p>A baseline Map math score will be taken in September of 2016. Students scoring below the average of 190 will be expected to raise their total RIT score by 16 points by spring MAP testing. Students scoring at the average range of 190-195 will be expected to raise their RIT score by 13 points, and students above the average of 195 will raise their score by 8 points.</p>	<p>Students will have formative and summative assessments throughout the year including but not limited to: Houghton Mifflin Expressions Common Core quick quizzes, assessments, daily journal work and homework, fact quizzes, fluency checks, math responses, and observation.</p>	<p>Working with individual strengths and weaknesses will help each child to meet or exceed their personal growth goals. Working with instructional coaches will give teachers new ideas and approaches as well as assistance in multi-modal approaches</p>	<p>Using the winter MAP scores adjustments will be made to teaching whole group, small group, and individuals. Differentiation will continue based on weakest areas that need to be worked on the most in order to continue advancing RIT scores for the spring.</p> <p>Third Grade Students:</p> <p><190</p> <ul style="list-style-type: none"> - 5 students met their 16 pt. RIT growth for the year by winter. - 12 students are well on their way to meeting their growth goal. - 16 students are struggling 	<p>Scores will be recorded for all students in math noting which students met or exceeded their RIT scores for the spring MAP testing. There will be written comments accompanying individuals that did not meet their goal.</p>	Instructional Coaching

		Students with a current IEP will have individualized goals.			<p>to make expected growth.</p> <p>*190-195</p> <ul style="list-style-type: none"> - 2 students made their 13 point gain by winter. - 8 students are well on their way to meeting their growth goal. - 8 students are struggling to make expected growth <p>>195</p> <ul style="list-style-type: none"> - 8 students made their 8 point gain by winter. - 7 students are well on their way to meeting their growth goal. - 17 students are struggling to make expected growth 		
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