

# Achievement Gap Reduction - AGR

Winter Semester Update

Short Cycle Report  
February 2026

*Presented by:*

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**Our Mission ... To advance student learning, achievement, and success.**

# ***AGR Program Overview (Achievement Gap Reduction)***

*Program was established to improve student achievement*

- Maintain 18:1 or 30:2 classroom ratios and provide professional learning on small group instruction
- Instructional coaching for teachers provided by a licensed teacher
- Each school will create performance objectives for students:
  - Kindergarten - grade 3
  - Mathematics and Reading
  - Identify a specific local assessment used to monitor academic progress
    - Math
      - Forefront Number Sense: K-1 Fall/Winter/Spring
      - iReady Diagnostic: 2-5 Fall/Winter/Spring
    - Literacy
      - AimswebPlus Screener: 4K-5 Fall/Winter/Spring



# What are we attempting to accomplish as a team?

## Build capacity around utilizing data to inform instruction and support

- AVMR support facilitated by Math Coordinator
  - Looking at student data to inform instructional tasks and groupings

AVMR 1 Trained by Building (District initiative all K-2 and SPED)				
	Franklin	GD Jones	Jefferson	District
K-2	100%	100%	100%	98%
3-5	71%	50%	67%	54%
SPED	25%	71%	80%	74%

**AVMR 2  
(optional)  
60 staff  
members  
trained**

- PSP Support Days facilitated by Literacy Coordinators and Principals
  - Looking at students' trends at least every 8 weeks
  - Data trends: % of students with a PSP in the fall who exited by winter
    - Kindergarten: 8% (5 students)
    - 1st Grade: 16% (12 students)
    - 2nd Grade: 32% (36 students)
    - 3rd Grade: 15% (13 students)



# *What are we attempting to accomplish as a team?*

## **District & Building Administrator Learning and Collaboration to inform Continuous Improvement Planning Process with a focus on universal practices**

- 2025-26 focus on universal practices with each school's CIP being aligned to one broad practice (e.g. accessibility, routines, scaffolding)
- Universal practices is our focus for professional learning
  - All classroom, Title, ML, G/T, and special education teachers completed Cox Campus training that is aligned to the science of reading
  - Continued AVMR training and support (PL day, staff meetings, PLCs, and consultations) opportunities throughout the school year
  - Math Leadership team (teacher leaders) focused on connection between NCTM Mathematical Practices, universal instructional practices and CIP plan goals
  - January PL Day sessions focused on universal practices (quotes from feedback below)

Accessibility features - will help me assist students in learning - the new ones especially!

Reminders that it's HOW you teach that can make an impact

I feel more confident in some of the practices I learned today.

Instead of asking "why is this student doing this" asking myself "what does this student need?"



## Franklin

- Peer Observation & Collaboration
- Teachers developing consistency at their grade level through the use of classroom engagement plans
- Developing a schoolwide toolbox of scaffolds for both specific curricular resources and across content areas



## G.D. Jones

- Consistent implementation of routines that support strong universal instruction
- Strategies and school-wide goals that support student discourse and productive struggle
- Grade level PLCs with the support of district-level Math and Literacy coordinators



## Thomas Jefferson

- Peer Observation & Collaboration
- Literacy & Math Coordinators meeting with grade levels or teachers to provide training &/or discuss resources
- Title teachers strong in their knowledge of content and resources they are using in the groups.

# *Strategic Alignment within an Evolving Educational Landscape*

## **Act 20**

- **Universal Foundation:** Capitalized on professional learning to establish instructional consistency across all elementary buildings.
- **Framework Alignment:** Integrated Act 20 requirements into the Wausau Continuum of Support (WCoS).
- **Data Precision:** Leveraged new screeners to sharpen instructional response and clarify data protocols in Literacy and Math.

## **Consolidation**

- **Systems Refinement:** Facilitated a targeted reflection for transitioning leaders to fortify school-based systems and processes.
- **Cultural Integration:** Prioritized community-building for staff, students, and families to foster a unified identity and sense of belonging.
- **Asset Optimization:** Strategic planning period to maximize federal funding, building space, and material reallocation.

# Math Screeners

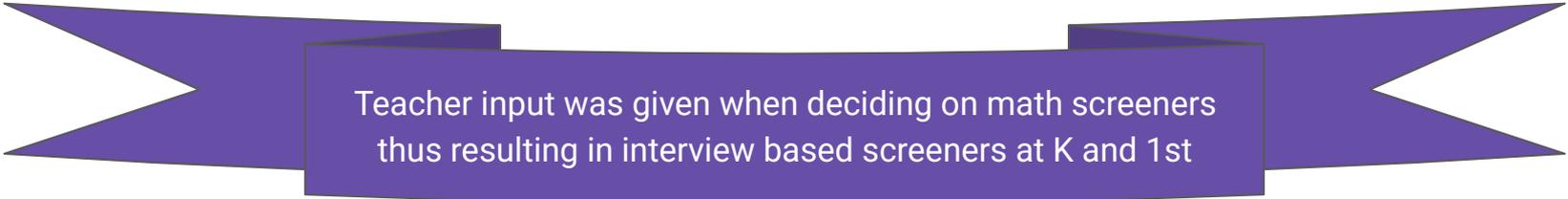
**Assessments provide students' progress towards end of the year goals.**

- **K-1: Forefront Number Sense**

- *One on one interview based assessment measuring forward and backward counting, structuring, early addition and subtraction and place value*

- **2nd through 5th grade: iReady Math Diagnostic**

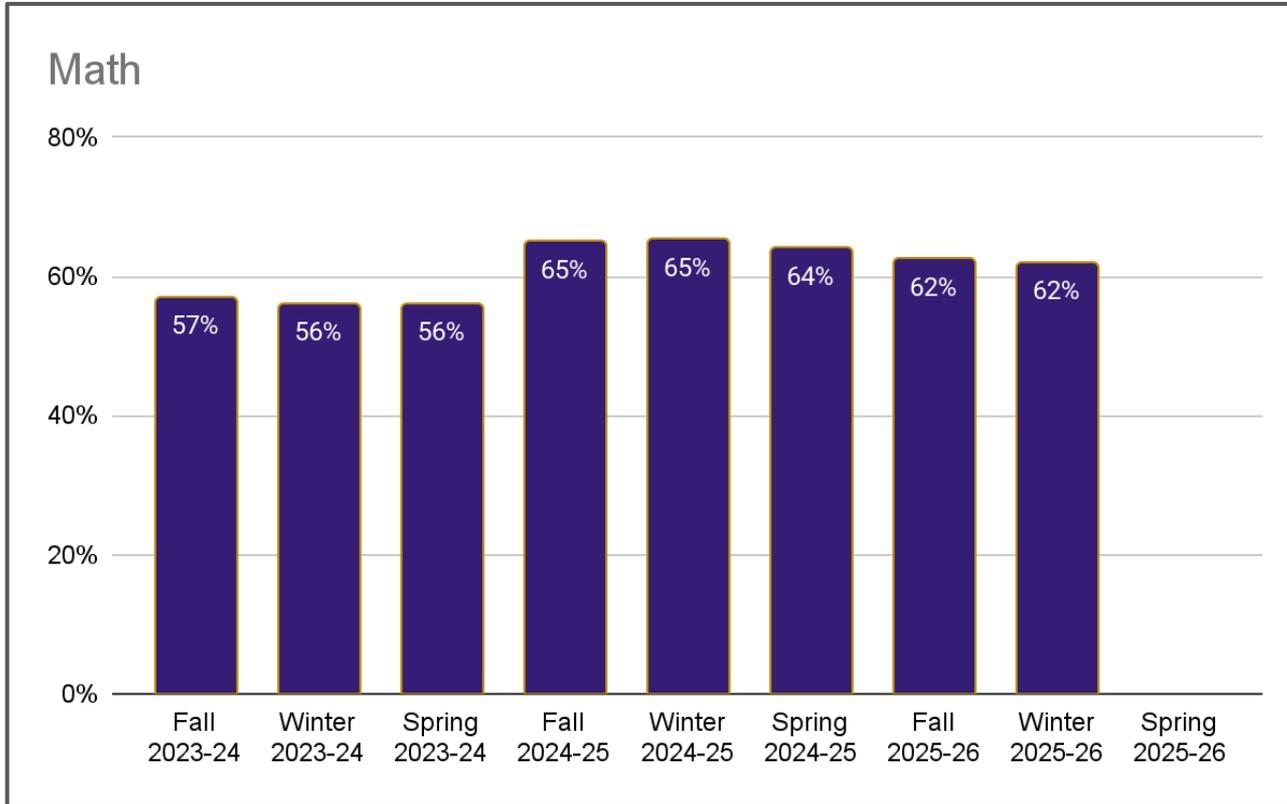
- *Computer based - 4 domains - algebra and algebraic thinking, number and operations, measurement/data, and geometry*



Teacher input was given when deciding on math screeners thus resulting in interview based screeners at K and 1st

# K-5 Math Summary

## All Buildings

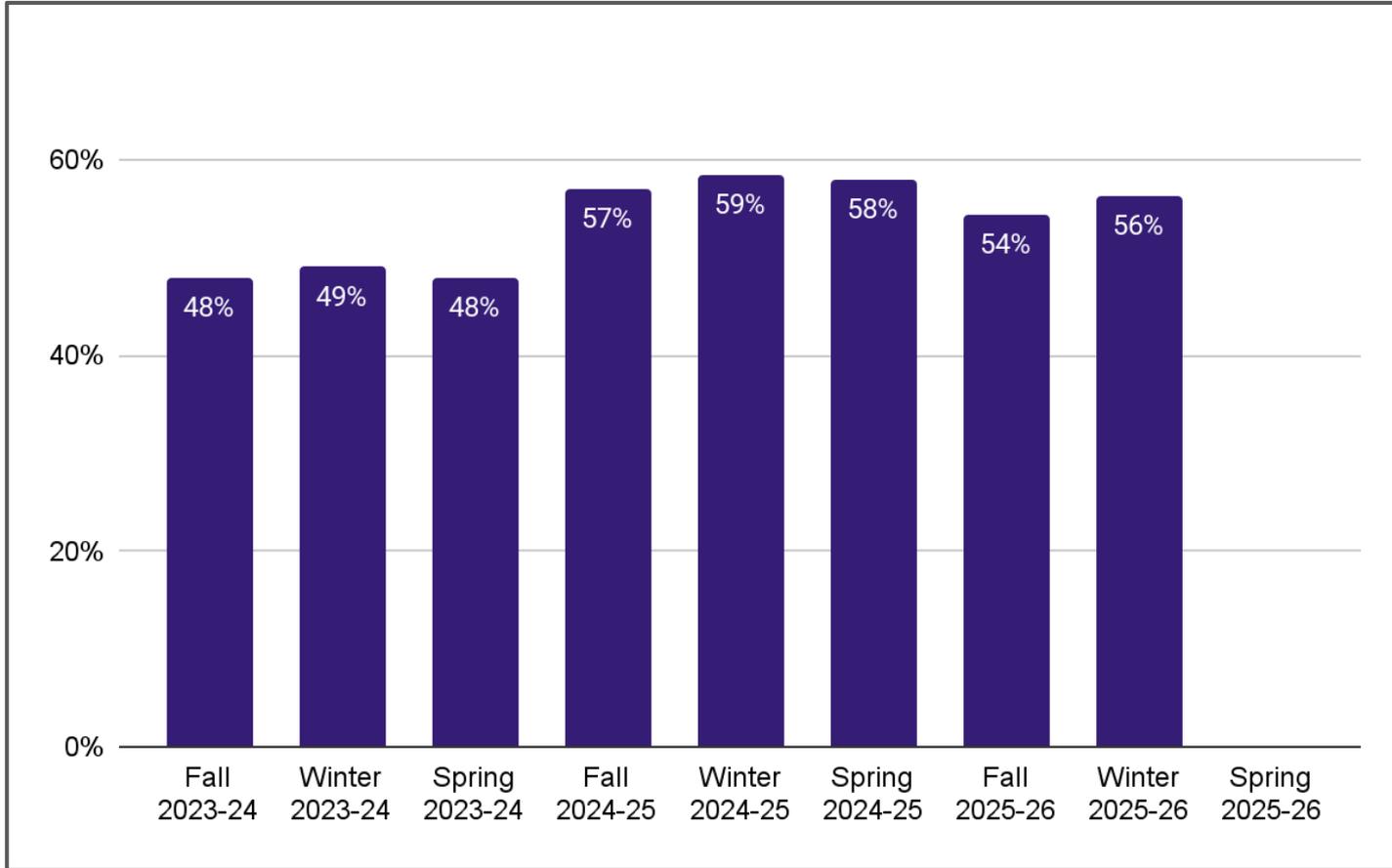


In 2024-25, new norms for iReady were established.

In 2025-26, kindergarten & 1st grade started using Forefront as their math screener.

# K-5 Math Summary

AGR Buildings

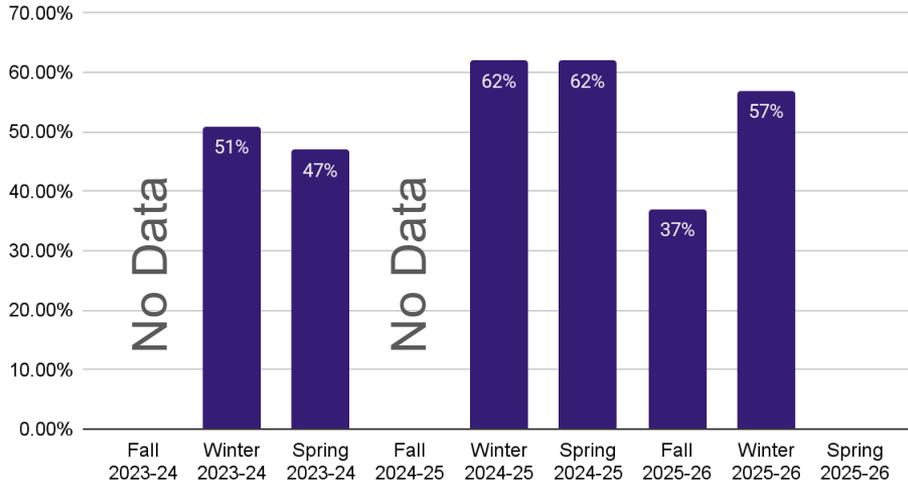


# Kindergarten and 1st Grade

## All AGR Schools Combined

Fall 2023 - Spring 2025: iReady Math Diagnostic  
 Fall 2025 & on: Forefront Number Sense

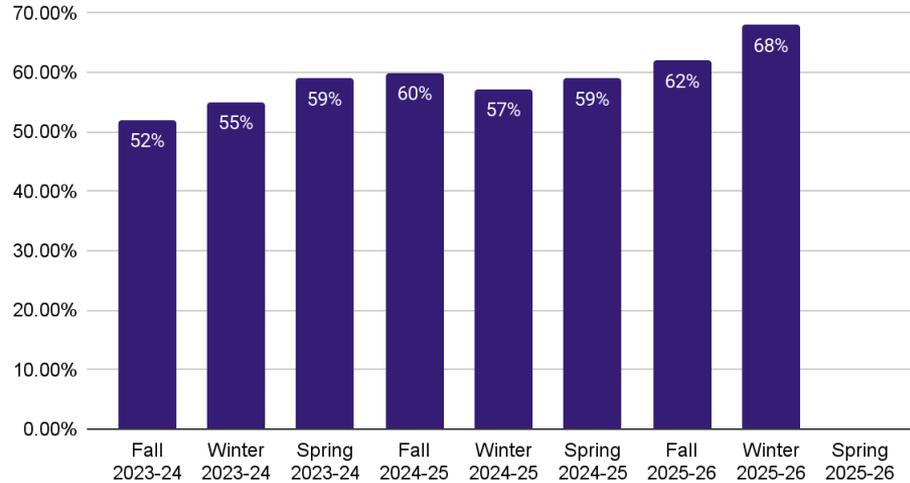
Kindergarten Math



iReady

Forefront

1st Grade Math



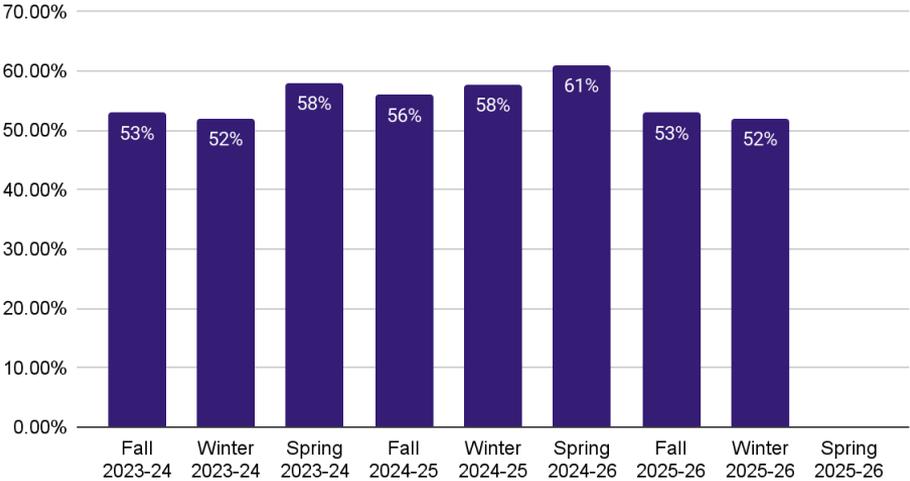
iReady

Forefront

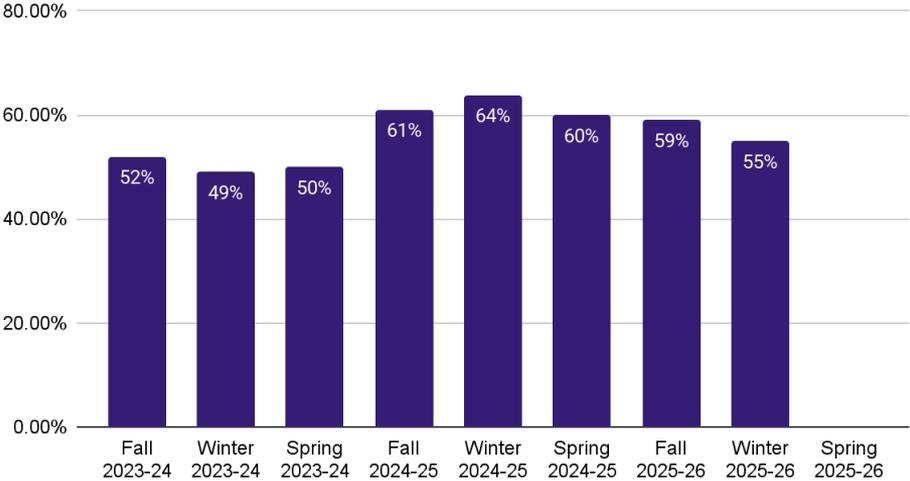
# 2nd Grade and 3rd Grade All AGR Schools Combined

## iReady Math Diagnostic

### 2nd Grade Math



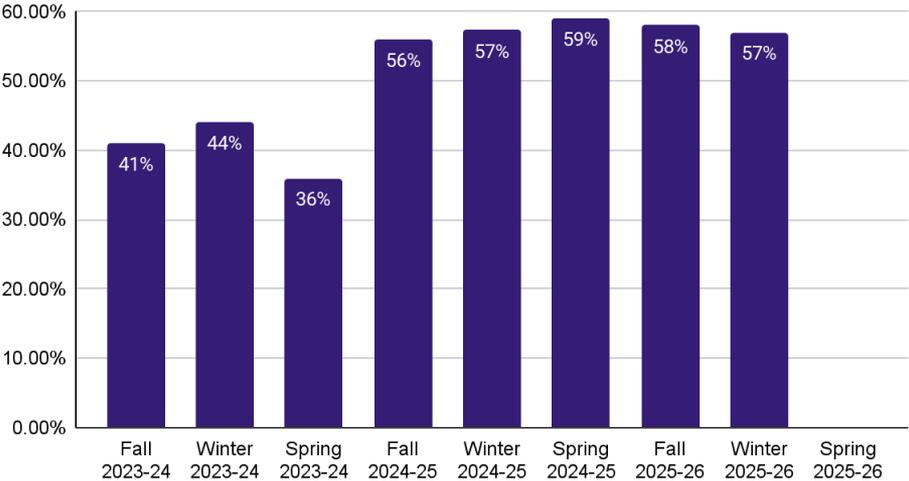
### 3rd Grade Math



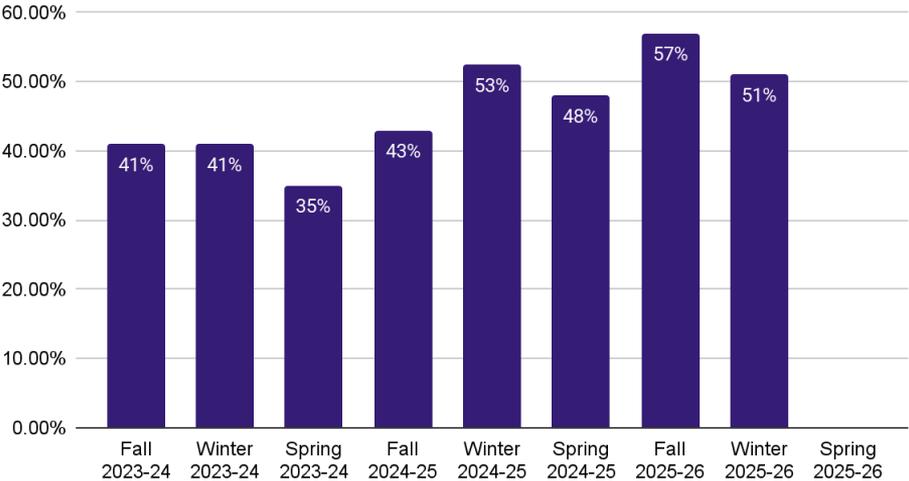
# 4th Grade and 5th Grade All AGR Schools Combined

## iReady Math Diagnostic

### 4th Grade Math



### 5th Grade Math



# Literacy Screener: AimswebPlus

**Assessments provide students' progress towards end of the year goals.**

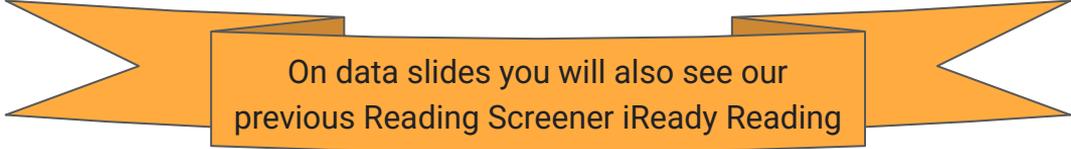
**Kindergarten:** *Early Literacy\** (score based on Letter Naming Fluency and Letter Word Sounds Fluency)

**1st grade:** *Early Literacy\** (score based on Word Reading Fluency, Nonsense Word Fluency, and Oral Reading Fluency)

**2nd & 3rd grade:** *Reading Composite and Oral Reading Fluency\**

**4th & 5th grade:** *Reading Composite*

\* Assessment identified in Act 20 for kindergarten through 3rd grade as the indicator for further diagnostic testing and a Personal Support Plan for students who score below the 25th percentile

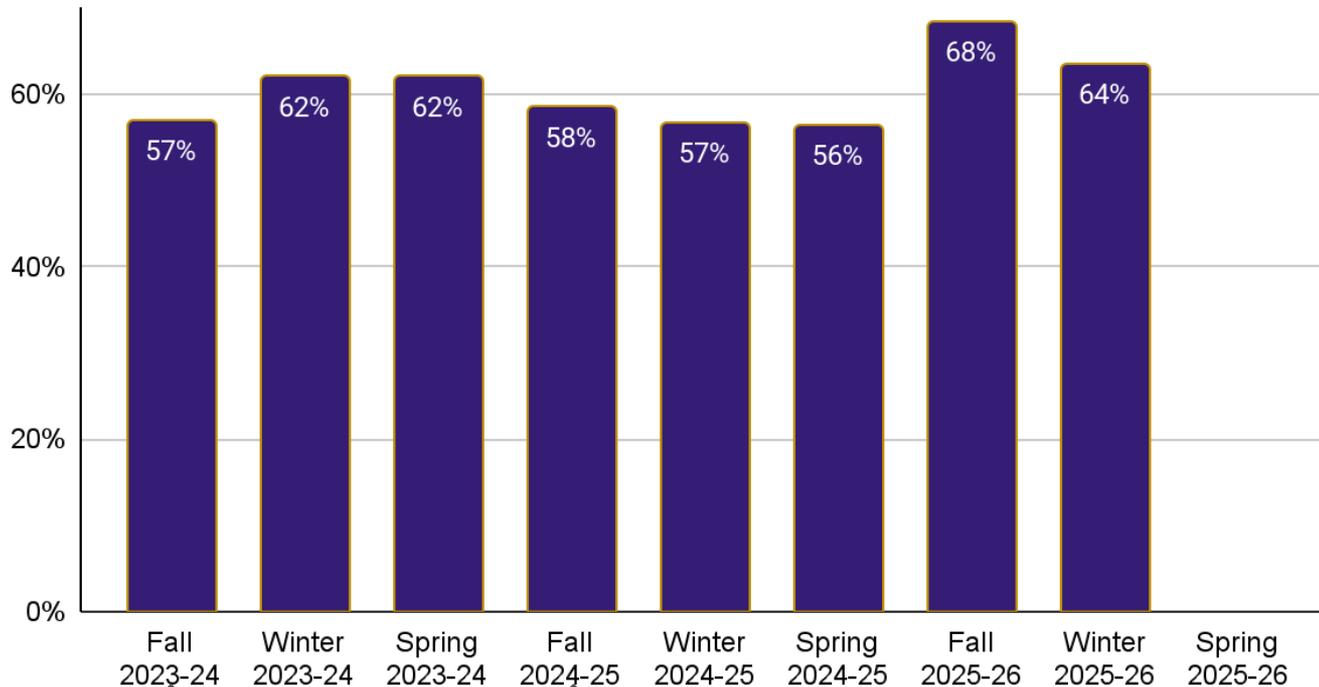


On data slides you will also see our  
previous Reading Screener iReady Reading

# K-5 Reading Summary

All Buildings

## Reading



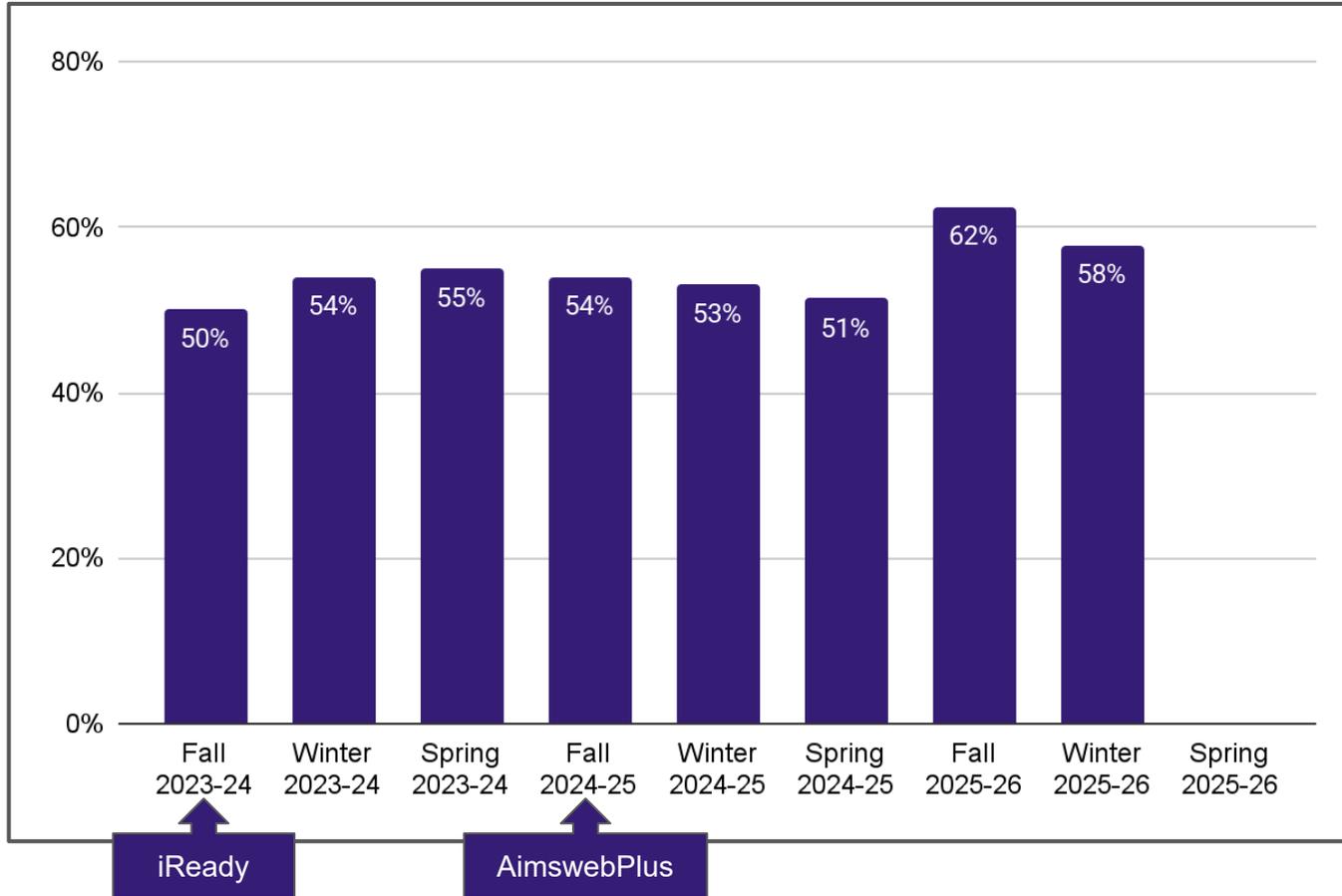
In 2025-26 new norms were established for AimswebPlus

iReady

AimswebPlus

# K-5 Reading Summary

AGR Buildings

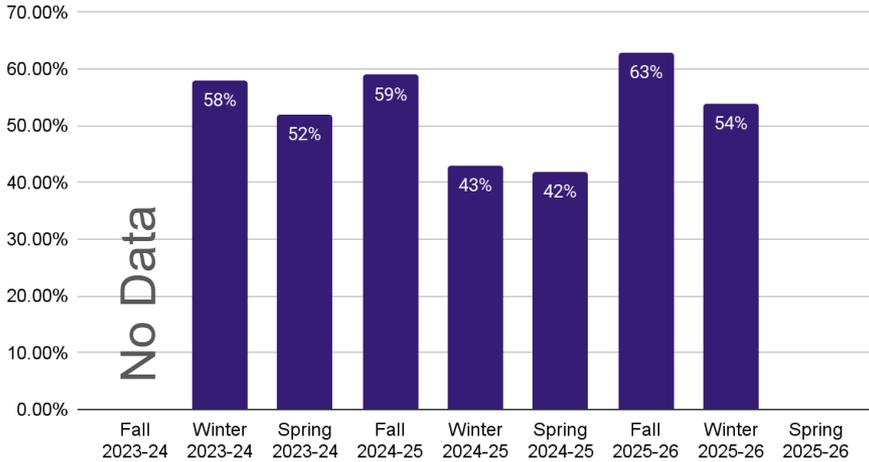


# Kindergarten and 1st Grade

## All AGR Schools Combined

Fall 2023 - Spring 2024 - iReady Composite  
Fall 2024 & on - AimswebPlus Early Literacy

### Kindergarten Reading

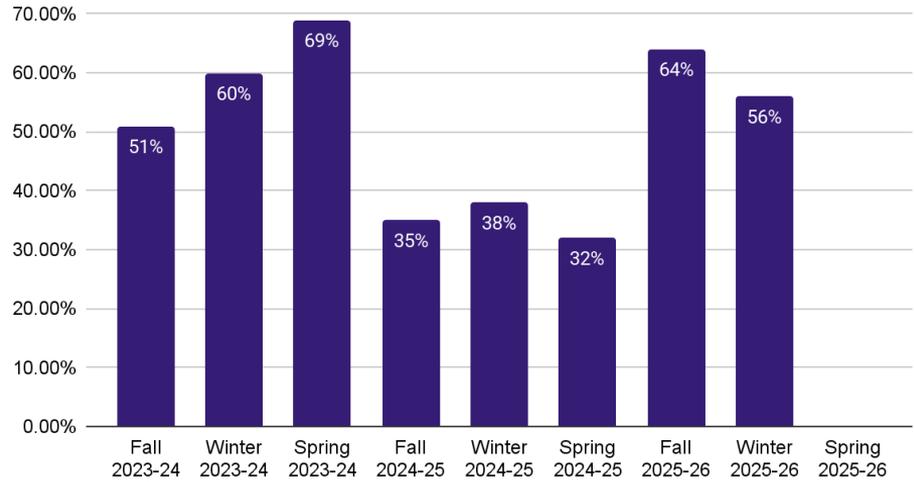


No Data

iReady

AimswebPlus

### 1st Grade Reading



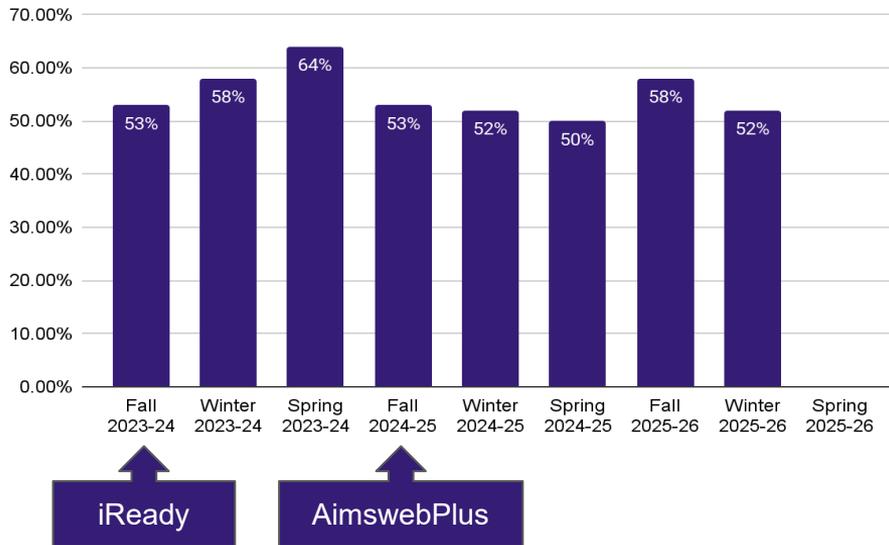
iReady

AimswebPlus

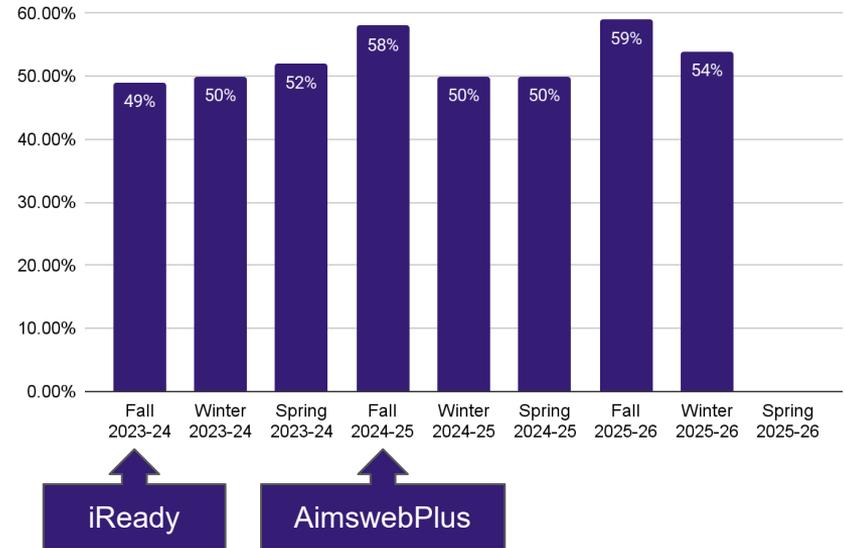
# 2nd Grade and 3rd Grade All AGR Schools Combined

## Fall 2023 - Spring 2024: iReady Fall 2024 & on - AimswebPlus Reading Composite

### 2nd Grade Reading



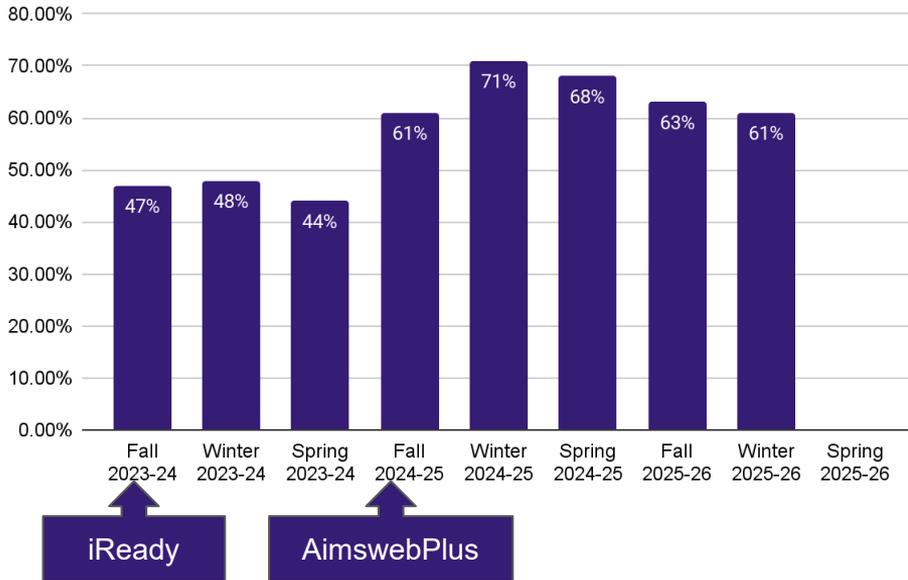
### 3rd Grade Reading



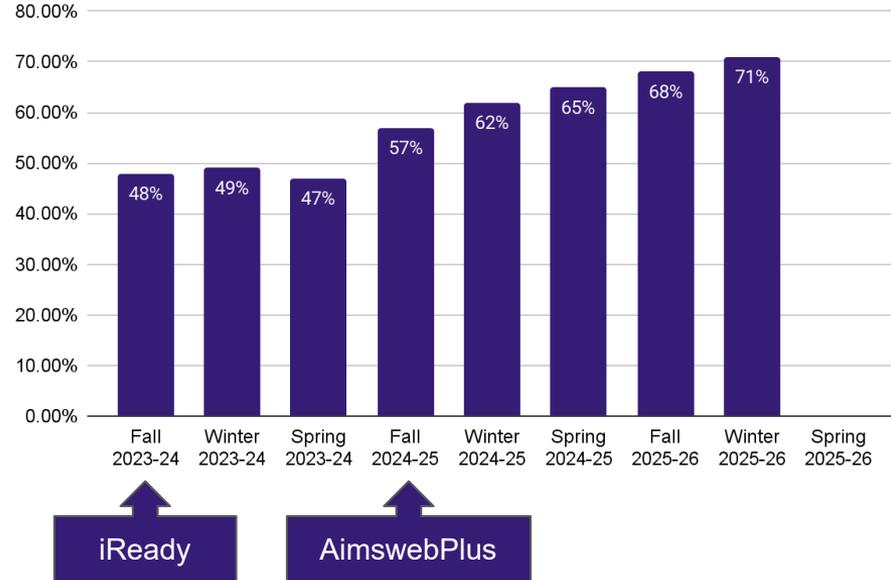
# 4th Grade and 5th Grade All AGR Schools Combined

Fall 2023 - Spring 2024: iReady  
Fall 2024 & on - AimswebPlus Reading Composite

### 4th Grade Reading



### 5th Grade Reading



## *Literacy: Really Great Reading Data*

<b>Level</b>	<b>BOP Composite</b>	<b>MOP Composite</b>
Countdown (K)	58%	76%
Blast (1st)	53%	65%
HD Word (2nd/3rd)	61%	79%

The overall score on the Assessments' (BOP: Beginning of Program and MOP: Middle of Program) games can be used to indicate a student's general knowledge of concepts that are in Really Great Reading instruction. You can also use the scores on individual games to determine students' level of knowledge on specific skills.

# Wausau School District Next Steps

## Universal Practices

- Maintain focus on **universal practices** to strengthen instruction to support all students

## Common Assessments

- Develop **common assessments** to support students learning in math and literacy

## Professional Development

- Continue to support **adult learning** through choice Professional Development opportunities



Threaded throughout our 3 focuses:

- Connection to **Standards Based Work** and reporting practices
- Continue to utilize **data to inform** instruction and supports
- Strengthen processes in our **Professional Learning Communities** (PLCs)

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**Our Mission ... To advance student learning, achievement, and success.**

# Screeners Reminders: Assessments provide students' progress towards end of the year goals.

## Literacy

**Kindergarten:** *Early Literacy\** which is a composite score of Letter Naming Fluency (LNF) and Letter Word Sounds Fluency (LWSF) scores

**1st grade:** *Early Literacy* which is a composite score of Word Reading Fluency, Nonsense Word Fluency, and Oral Reading Fluency\*

**2nd - 5th grade:** *Reading Composite* which is a composite score of...

- 2nd & 3rd grade: Reading Comprehension, Vocabulary, and Oral Reading Fluency (ORF)\*
- 4th & 5th grade: Reading Comprehension, Vocabulary, and Silent Reading Fluency (if invalid requires ORF)

## Math

### **Kindergarten - 1st Grade:**

Forefront Number Sense - Math Screener  
Interview based assessment

**2nd - 8th grade:** iReady Math Diagnostic  
Computer based

# Franklin Screeners

## Reading - Aimsweb+

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Early Literacy	64.3	45.2	
<b>1st</b> Early Literacy	56.4	50.0	
<b>2nd</b> Reading Composite / ORF	62.5/58.3	56.0/58.0	
<b>3rd</b> Reading Composite / ORF	54.8/52.4	54.5/47.7	
<b>4th</b> Reading Composite	65.2	59.6	
<b>5th</b> Reading Composite	70.0	66.7	

## Math - Forefront and i-Ready

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Forefront	20.0	44.4	
<b>1st</b> Forefront	52.5	55.8	
<b>2nd</b> i-Ready Math	60.4	56.0	
<b>3rd</b> i-Ready Math	53.5	52.3	
<b>4th</b> i-Ready Math	47.8	40.4	
<b>5th</b> i-Ready Math	53.1	49.0	

# G.D. Jones Screeners

## Reading - Aimsweb+

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Early Literacy	59.4	55.6	
<b>1st</b> Early Literacy	67.2	50.8	
<b>2nd</b> Reading Composite / ORF	43.6/42.3	37.2/35.9	
<b>3rd</b> Reading Composite / ORF	61.7/60.5	51.3/55.0	
<b>4th</b> Reading Composite	61.2	55.3	
<b>5th</b> Reading Composite	60.5	68.7	

## Math - Forefront & iReady

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Forefront	46.4	52.9	
<b>1st</b> Forefront	60.7	60.7	
<b>2nd</b> i-Ready Math	43.6	38.5	
<b>3rd</b> i-Ready Math	57.0	53.2	
<b>4th</b> i-Ready Math	55.8	51.2	
<b>5th</b> i-Ready Math	53.1	42.0	

# Thomas Jefferson Screeners

## Reading - Aimsweb+

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Early Literacy	65.7	56.9	
<b>1st</b> Early Literacy	64.9	62.3	
<b>2nd</b> Reading Composite / ORF	71.2/68.2	66.7/59.1	
<b>3rd</b> Reading Composite / ORF	59.2/67.1	55.1/47.4	
<b>4th</b> Reading Composite	63.2	68.4	
<b>5th</b> Reading Composite	74.6	75.7	

## Math - Forefront & iReady

(Percentage of students at or above benchmark)

	Fall 2025	Winter 2026	Spring 2026
<b>KG</b> Forefront	38.2	64.8	
<b>1st</b> Forefront	67.1	80.5	
<b>2nd</b> i-Ready Math	59.1	63.6	
<b>3rd</b> i-Ready Math	64.5	57.9	
<b>4th</b> i-Ready Math	65.8	71.8	
<b>5th</b> i-Ready Math	64.2	63.8	