

**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	<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' 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.	<b>Fall baseline data from the PALS assessment</b> – 81% of our 75 5K students met the summed score fall state benchmark.  <b>Mid-Year from the PALS assessment</b> – 82% of our 74 5K students met the summed score mid-year state benchmark. (Please note 1 student moved from the district.)	<b>Spring data from the PALS assessment</b> – 87%of our 75 5K students met the summed score spring state benchmark. (Please note 1 student moved into the district.)	Class Size Reduction

**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.

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><b>Fall baseline data</b> for noted math skills –  <b>Identify #s 1-20</b> – 27% of 75 5K students had already met this year-end goal  <b>Write #s1-20</b> – 27% of 75 5K students had already met this year-end goal  <b>Rote count to 100</b> – 25% of 75 5K had already met this year-end goal</p> <p><b>Mid-Year data</b> for noted math skills –  <b>Identify #1-20</b> – 55% of 74 5K students have now met this year-end goal  <b>Write #1 – 20</b> – 61% of 74 5K students have now met this year-end goal  <b>Rote count to 100</b> – 51% of 74 5K have now met this year-end goal  (Please note 1 student moved from the district.)</p>	<p><b>Spring data</b> for noted math skills –  <b>Identify #1-20</b> – 91% of 75 students have met this year-end goal</p> <p><b>Write #1-20</b> – 100% of 75 students have met this year-end goal</p> <p><b>Rote count to 100</b> – 85% of 75 students have met this year-end goal</p> <p>(Please note 1 student moved into the district.)</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, digraphs, blends, short and long vowel sounds, nasals, CVCe. Areas assessed for reading skills are text level, Oral errors and self-correct rate, fluency,	Students will have both formative and summative assessments throughout the school year which include, but are not limited to: running records, observations, Fountas & Pinnell Benchmark Assessment System, and Midyear PALs and RTI quick checks.	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.	<p><b>Beginning of the Year assessment o freading:</b>  24% of students did not meet expectations.  8% of students approached expectations  46% of students exceeded expectations</p> <p><b>Midyear assessment of reading:</b>  4% of students did not meet expectations  15% of students approached expectations  20% of students met expectations  61% exceeded expectations</p>	<p><b>End of year assessment of reading:</b></p> <p>5% of students did not meet expectations</p> <p>12% of students approached expectations</p> <p>25% of students met expectations</p> <p>58% exceeded expectations</p> <p>81% (17 of 21) of our Grade 1 students met or exceeded the B.O.Y. assessment of reading.</p>	Class-Size Reduction Instructional Coaching

		WPM, comprehension level.					
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.	<b>Midyear Assessment</b> 75% of first graders scored proficient or higher compared to 72%% at the beginning of the year. 17% of first graders scored at a basic level compared to 26% on the beginning of year assessment. 1 percent of the students scored below or well below expectations compared to 1.5% on the beginning of the year assessment.	<b>End of Year Math Assessment</b> 81% of first graders scored proficient or higher compared to 72%% at the beginning of the year. 18% of first graders scored at a basic level compared to 26% on the beginning of year assessment. 1 percent of the students scored below or well below expectations compared to 1.5% on the beginning of the year assessment. 86% (18 of 21) of our Grade 1 students met or exceeded the B.O.Y. assessment of math.	Class-Size Reduction Instructional Coaching
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 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	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,		<b>141-170 need RIT growth of 20 or more points by Spring</b> 10 of the 40 Traditional Second grade students met this goal by winter. 17 are on target to meet the spring goal. 4 are struggling to reach the 20 pt. gain but are receiving intervention services. 2 PMA students met this goal by winter 2 PMA students are on target to meeting this goal in spring. 2 PMA students are showing stagnant growth but is receiving intervention.	*141-170 Twenty-four students accomplished their RIT growth of 20 or more points by SPRING. *171+ Twenty-three students accomplished their RIT growth of 14 or more points by SPRING. All Grade 2 PMA students scoring between 141-170 in September showed growth. 1 student met their goal of 20 points or more. 2 did not. All Grade 2 PMA students scoring 171 or higher showed growth. 6 students met their goal of 14 points or more. 12 did not. 2 did not test.	Class-Size Reduction Instructional Coaching

		have individualized growth goals.			<p>Two additional students in this range opted out of the MAP testing for the remainder of the school year.</p> <p><b>171+ need RIT growth of 14 or more points by spring</b> 16 of the 28 Traditional Second Grade Students met this goal by winter</p> <p>9 of the 28 are on target to reach the goal by spring.</p> <p>3 are struggling. These students are receiving intervention.</p> <p>2 PMA students exceed the End of Year goal.</p> <p>11 of the remaining 16 are on target to meet the goal.</p>		
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	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><b>141-170 need RIT growth of 20 or more points by Spring</b></p> <p>16 of the 34 Traditional Second Grade students met this goal by winter.</p> <p>16 are on target to meet the goal by spring.</p> <p>2 are struggling. These students receive Special Education services</p> <p>2PMA students showed growth and are on target to make their year end goal.</p> <p>1PMA student in this range opted out of testing.</p> <p><b>171+ need RIT growth of 15 or more points by Spring</b></p>	<p>29 of the 34 Traditional Second Grade students met the 20 point gain this spring. Of those who did not make this goal,</p> <ul style="list-style-type: none"> <li>- 1 student did not meet their 20 point RIT growth (he missed it by 4 RIT points). This student had ADHD medication in the past and has not had it in 2nd grade.</li> <li>- 1 recieves Math Support</li> <li>- 1 student has an IEP</li> <li>- 1 student missed goal by 5 points</li> <li>- 1 student has behavioral concerns that can influence learning and was living in motel during test week</li> </ul> <p>17 Students met the 15 pt. RIT growth goal. Of the students who did not meet the goal,</p>	<p>Class-Size Reduction</p> <p>Instructional Coaching</p>

		have individualized growth goals.			<p>12 of the 34 Traditional Second Grade students met this goal by winter.</p> <p>9 students are on target to meet this goal.</p> <p>3 students are receiving Math intervention.</p> <p>2PMA students exceeded year end expectations</p> <p>11 of 13 are on target to meet the year end goal.</p>	<ul style="list-style-type: none"> <li>- Three students missed this growth by only 2 points and one student missed it by only 1 point.</li> <li>- 3 missed by 2 points.</li> <li>- 1 student has missed more than 25 days of school.</li> <li>- 1 student is so disruptive it impedes his learning.</li> <li>- 2 students were 3 points away,</li> <li>- Two classes piloted three different math programs this year</li> </ul> <p>All Grade 2 PMA students scoring between 141-170 in September showed growth. 1 student met their goal of 20 points or more. 2 did not.</p> <p>All Grade 2 PMA students scoring 171 or higher showed growth. 5 students met their goal of 15 points or more. 13 did not. 2 did not test.</p>	
3	Reading	<p>A baseline reading Map score will be taken in September 2017. 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. 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</p>	<p>Students will have formative and summative assessments throughout the school year which will include, but not limited to: anecdotal records, reading response entrees, written comprehension answers, fluency checks, book discussions and observation.</p>	<p>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 growth goals. Working with instructional coaches will give teachers new ideas and approaches as well as assistance in multi-modal approaches.</p>	<p><b>Students scoring above 193 in Sept.:</b> 25 Traditional students have met their year-end goal.</p> <p>9PMA students exceeded the spring goal</p> <p>1PMA student is on target to meet this goal</p> <p>1PMA student had negative growth and is receiving intervention</p> <p><b>Students scoring 188-193 in Sept.</b> 20 Traditional students have met their mid-year goal.</p> <p><b>Students scoring below 188 in Sept.</b> 11 Traditional students have not met their goal, but are receiving</p>	<p>All Traditional Grade 3 students scoring below 188 in September showed growth. 25 students met their goal of 15 points or more. 7 did not.</p> <p>All Traditional Grade 3 students scoring 188 - 193 showed growth. 8 students met their goal of 10 points or more. Four did not.</p> <p>All Traditional Grade 3 students scoring above 193 showed growth. 7 students met their goal of at least 5 points. 4 did not.</p> <p>All Grade 3 PMA students scoring below 188 in September showed growth. 5 students met their goal of 15 points or more. 3 did not.</p> <p>All Grade 3 PMA students scoring 188 - 193 showed growth. 4</p>	Instructional Coaching

		have individualized goals.			<p>interventions to address their struggles.</p> <p>4 of 7PMA students exceeded the Spring goal</p> <p>3 of 7PMA students are on target to reach the spring goal.</p>	<p>students met their goal of 10 points or more. 2 did not.</p> <p>All Grade 3 PMA students scoring above 193 showed growth. 10 students met their goal of at least 5 points. 1 did not.</p>	
3	Mathematics	<p>A baseline Map math score will be taken in September of 2017. 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. Students with a current IEP will have individualized goals.</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>15 Traditional students have already met their goal. 28 Traditional Students have met their mid-year goal. 14 Traditional students have not met their goal.</p> <p><b>Students scoring 196 and higher:</b> 2PMA students exceeded the spring goal 3PMA students are on target to reach the goal by spring. 4PMA students showed limited growth.</p> <p><b>Student scoring 190 – 195:</b> 4PMA students are on target to reach their spring goal. 4PMA students are struggling to reach this goal.</p> <p><b>Students Scoring below 190:</b> 3PMA students exceeded the Spring goal. 4 are on target to reach the spring goal. 2 are struggling and are receiving intervention</p>	<p>All Traditional Grade 3 students scoring below 190 in September showed growth. 14 students met their goal of 16 points or more. 17 did not.</p> <p>All Traditional Grade 3 students scoring 190 - 195 showed growth. 2 students met their goal of 13 points or more. 3 did not.</p> <p>All Traditional Grade 3 students scoring above 195 showed growth. 12 students met their goal of at least 8 points. 7 did not.</p> <p>All Grade 3 PMA students scoring below 190 in September showed growth. 4 students met their goal of 16 points or more. 5 did not.</p> <p>All Grade 3 PMA students scoring 190 - 195 showed growth. 1 student met their goal of 13 points or more. 4 did not.</p> <p>All Grade 3 PMA students scoring above 195 showed growth. 8 students met their goal of at least 8 points. 3 did not.</p>	Instructional Coaching