

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\(4\)\(g\)](#)

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 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	34/34 Students screened with PALS. 3 Students identified for possibly needing Assistance	PALS – Phenetic Awareness Literacy Screener	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	No PALS at end of Fall Semester	NA	
K	Mathematics	No Fall Math Screener	MAPS – Measure of Academic Progress in Students	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	2% Lo, 29% Lo Avg, 26% Avg, 20% High Avg, 20% High	Winter MAPS is the first Math Assessment	
1	Reading	9% Lo, 23% Lo Avg, 26% Avg, 26% High Avg, 17 % High 36/36 Students screened with PALS. 1 Student identified for possibly needing Assistance	MAPS and PALS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	14% Lo, 14% Lo Avg, 14% Avg, 31% High Avg, 26% High No PALS in Mid-Year	Had a few students move amongst the classifications but the trend is positive for the most part.	

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.

1	Mathematics	0% Lo, 6% Lo Avg, 31% Avg, 33% High Avg, 31% High	MAPS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	0% Lo, 11% Lo Avg, 28% Avg, 22% High Avg, 39% High	Students have moved among ratings. Outlook is mostly positive.
2	Reading	40/40 Students screened with PALS. 9 Students identified for possibly needing Assistance 33% Lo, 13% Lo Avg, 23% Avg, 21% High Avg, 10% High	MAPS and PALS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	20% Lo, 20% Lo Avg, 23% Avg, 15% High Avg, 23% High No PALS mid-year	Have decreased percentage of low in reading. Have doubled the percentage in the high area.
2	Mathematics	21% Lo, 21% Lo Avg, 18% Avg, 28% High Avg, 13% High	MAPS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	8% Lo, 43% Lo Avg, 18% Avg, 25% High Avg, 8% High	Decreased Low and High. More students in low average.
3	Reading	10% Lo, 10% Lo Avg, 20% Avg, 33% High Avg, 27% High	MAPS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	0% Lo, 6% Lo Avg, 31% Avg, 33% High Avg, 31% High	Reading Scores are trending positive
3	Mathematics	13% Lo, 16% Lo Avg, 16% Avg, 23% High Avg, 32% High	MAPS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist with helping students.	14% Lo, 24% Lo Avg, 21% Avg, 24% High Avg, 17% High	Math Scores are not trending the right way.

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