

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. 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	58% of students in Grade K scored Proficient or higher on the Fall 2025 STAR Early Literacy Examination, which assesses basic literacy as well as numeracy skills. We aim to have 80% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring, along with being summatively assessed with the Aims Web assessment during those time periods. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	73% of students in Grade K scored Proficient or higher on the Winter 2026 STAR Early Literacy Examination, which assesses basic literacy as well as numeracy skills. This represents a 26% growth rate of students gaining proficiency in the first half of the year. 4 additional students must meet proficiency to meet this goal.	84% of students in Grade K scored Proficient or higher on the Spring 2026 STAR Early Literacy Examination, which assesses basic literacy as well as numeracy skills. This represents a 14% growth rate of students gaining proficiency in the second half of the year. This Goal has been met!	Class Size Reduction
K	Mathematics	58% of students in Grade K scored Proficient or higher on the Fall 2025 STAR Early Literacy Examination, which assesses basic	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring. Students are formatively assessed	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level	73% of students in Grade K scored Proficient or higher on the Winter 2026 STAR Early Literacy Examination, which assesses basic literacy as well as numeracy skills.	84% of students in Grade K scored Proficient or higher on the Spring 2026 STAR Early Literacy Examination, which assesses basic literacy as well as numeracy skills.	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.

		literacy as well as numeracy skills. We aim to have 80% of students score proficient or higher by Spring of 2026.	weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	standards and receive more personalized instruction.	This represents a 26% growth rate of students gaining proficiency in the first half of the year. 4 additional students must meet proficiency to meet this goal.	This represents a 14% growth rate of students gaining proficiency in the second half of the year. This Goal has been met!	
1	Reading	35% of students in Grade 1 scored Proficient or higher on the Fall 2025 STAR Reading Examination. We aim to have 80% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring, along with being summatively assessed with the Aims Web assessment during those time periods. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	72% of students in Grade 1 scored Proficient or higher on the Winter 2026 STAR Reading Examination. This represents a 105% growth rate of students gaining proficiency in the first half of the year. 5 additional students must meet proficiency to meet this goal.	79.4% of students in Grade 1 scored Proficient or higher on the Spring 2026 STAR Literacy Examination. This represents a 10% growth rate of students gaining proficiency in the second half of the year. This Goal was .6% away from being met!	Class Size Reduction
1	Mathematics	36% of students in Grade 1 scored Proficient or higher on the Fall 2025 STAR Mathematics Examination. We aim to have 80% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	78% of students in Grade 1 scored Proficient or higher on the Winter 2026 STAR Mathematics Examination. This represents a 117% growth rate of students gaining proficiency in the first half of the year. 1 additional student must meet proficiency to meet this goal.	94% of students in Grade 1 scored Proficient or higher on the Spring 2026 STAR Mathematics Examination. This represents a 20% growth rate of students gaining proficiency in the second half of the year. This Goal has been met!	Class Size Reduction
2	Reading	67% of students in Grade 2 scored Proficient or higher on the Fall 2025 STAR Reading Examination. We	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring, along with being	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help	75% of students in Grade 2 scored Proficient or higher on the Winter 2026 STAR Reading Examination.	71% of students in Grade 2 scored Proficient or higher on the Spring 2026 STAR Literacy Examination.	Class Size Reduction

		aim to have 80% of students score proficient or higher by Spring of 2026.	summatively assessed with the Aims Web assessment during those time periods. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	each meet the grade level standards and receive more personalized instruction.	This represents a 15% growth rate of students gaining proficiency in the first half of the year. 2 additional students must meet proficiency to meet this goal.	This represents a 5% growth decline of students gaining proficiency in the second half of the year. This Goal was not met. No loss would occur if no new enrollees had occurred, but we are still focused on identifying what can increase growth for all students.	
2	Mathematics	59% of students in Grade 2 scored Proficient or higher on the Fall 2025 STAR Mathematics Examination. We aim to have 80% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	70% of students in Grade 2 scored Proficient or higher on the Winter 2026 STAR Mathematics Examination. This represents a 19% growth rate of students gaining proficiency in the first half of the year. 5 additional students must meet proficiency to meet this goal.	73% of students in Grade 2 scored Proficient or higher on the Spring 2026 STAR Mathematics Examination. This represents a 5% growth rate of students gaining proficiency in the second half of the year. This Goal was not met.	Class Size Reduction
3	Reading	76% of students in Grade 3 scored Proficient or higher on the Fall 2025 STAR Reading Examination. We aim to have 83% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring, along with being summatively assessed with the Aims Web assessment during those time periods. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	78% of students in Grade 3 scored Proficient or higher on the Winter 2026 STAR Reading Examination. This represents a 3% growth rate of students gaining proficiency in the first half of the year. 3 additional students must meet proficiency to meet this goal.	81% of students in Grade 3 scored Proficient or higher on the Spring 2026 STAR Literacy Examination. This represents a 4% growth rate of students gaining proficiency in the second half of the year. This Goal would be exceeded [at 84%] without new enrollees in the second half of the year (though good growth was seen in all of the new enrollees).	Class Size Reduction

3	Mathematics	71% of students in Grade 3 scored Proficient or higher on the Fall 2025 STAR Mathematics Examination. We aim to have 86% of students score proficient or higher by Spring of 2026.	Students are summatively assessed with the STAR examination in the Fall, Winter and Spring. Students are formatively assessed weekly with the STAR CBM progress monitoring measures, and locally designed unit assessments.	Lowering Class Size will reduce numbers of students and allow teachers to differentiate instruction within their cohort of students to help each meet the grade level standards and receive more personalized instruction.	81% of students in Grade 3 scored Proficient or higher on the Winter 2026 STAR Mathematics Examination. This represents a 14% growth rate of students gaining proficiency in the first half of the year. 3 additional students must meet proficiency to meet this goal.	81% of students in Grade 3 scored Proficient or higher on the Spring 2026 STAR Mathematics Examination. This represents a 0% growth rate of students gaining proficiency in the second half of the year. This Goal would be exceeded [at 87%] without new enrollees in the second half of the year (though good growth was seen in all of the new enrollees).	Class Size Reduction
---	-------------	--	---	--	--	--	----------------------