BOE WEEKLY UPDATE

April 9, 2026

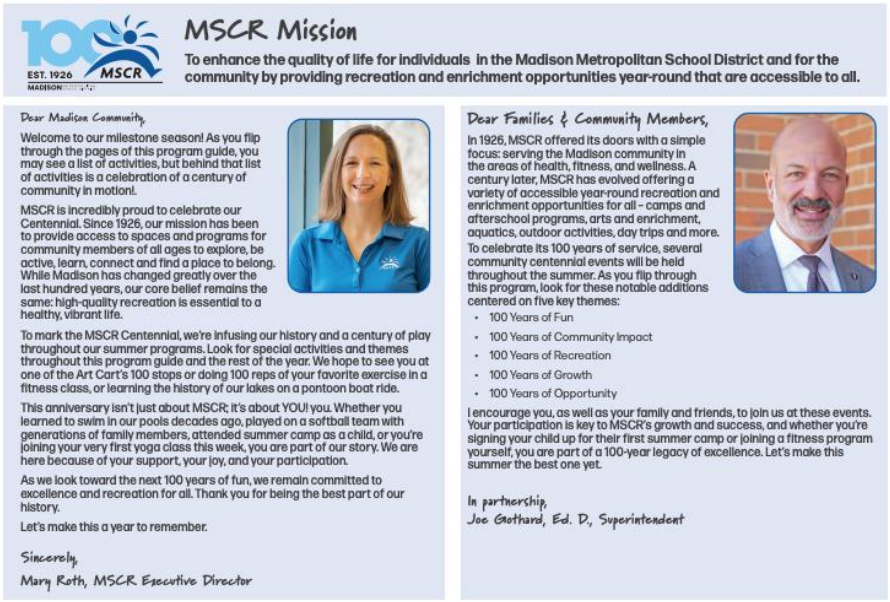
Dear Board of Education Members,

This week marked a significant transition for our district as we moved into the fourth quarter of the academic year. Beginning the final stretch of the school year always brings a unique blend of urgency and celebration. On Monday, while our students were away, our dedicated staff engaged in a Staff Only Day, focusing on the professional development and planning necessary to ensure every student finishes the year strong. It is these moments of collective focus that reinforce our commitment to excellence and equity across all Madison schools.

A major theme of my week has been collaborative governance and community partnership. From meeting with the Greater Dane County School District Governance Consortium to regular check-ins with Madison Teachers Inc. (MTI), I am reminded that the strength of MMSD lies in our ability to listen and lead together. Whether discussing immigration planning with our internal teams or hearing from parents in our schools, our goal remains clear: creating a safe, welcoming, and high-achieving environment for every child we serve.

Monday, April 6

- **Staff Only Day:** No school for students as staff engaged in professional development and end-of-year planning.
- **Internal Immigration Planning:** Met with the planning team to review district protocols and support systems. We shared feedback from spring travel that members of our team experienced or received via feedback from some of our student groups traveling.
- **Instruction Work Group:** Participated in the evening work group session at the Doyle Administration Building to Strategic Partnerships and a Summer Learning preview.



MSCR Mission

To enhance the quality of life for individuals in the Madison Metropolitan School District and for the community by providing recreation and enrichment opportunities year-round that are accessible to all.

Dear Madison Community,

Welcome to our milestone season! As you flip through the pages of this program guide, you may see a list of activities, but behind that list of activities is a celebration of a century of community in motion!

MSCR is incredibly proud to celebrate our Centennial. Since 1926, our mission has been to provide access to spaces and programs for community members of all ages to explore, be active, learn, connect and find a place to belong. While Madison has changed greatly over the last hundred years, our core belief remains the same: high-quality recreation is essential to a healthy, vibrant life.

To mark the MSCR Centennial, we're infusing our history and a century of play throughout our summer programs. Look for special activities and themes throughout this program guide and the rest of the year. We hope to see you at one of the Art Cart's 100 stops or doing 100 reps of your favorite exercise in a fitness class, or learning the history of our lakes on a pontoon boat ride.

This anniversary isn't just about MSCR; it's about YOU! you. Whether you learned to swim in our pools decades ago, played on a softball team with generations of family members, attended summer camp as a child, or you're joining your very first yoga class this week, you are part of our story. We are here because of your support, your joy, and your participation.

As we look toward the next 100 years of fun, we remain committed to excellence and recreation for all. Thank you for being the best part of our history.

Let's make this a year to remember.

Sincerely,
Mary Roth, MSCR Executive Director

Dear Families & Community Members,

In 1926, MSCR offered its doors with a simple focus: serving the Madison community in the areas of health, fitness, and wellness. A century later, MSCR has evolved offering a variety of accessible year-round recreation and enrichment opportunities for all - camps and afterschool programs, arts and enrichment, aquatics, outdoor activities, day trips and more.

To celebrate its 100 years of service, several community centennial events will be held throughout the summer. As you flip through this program, look for these notable additions centered on five key themes:

- 100 Years of Fun
- 100 Years of Community Impact
- 100 Years of Recreation
- 100 Years of Growth
- 100 Years of Opportunity

I encourage you, as well as your family and friends, to join us at these events. Your participation is key to MSCR's growth and success, and whether you're signing your child up for their first summer camp or joining a fitness program yourself, you are part of a 100-year legacy of excellence. Let's make this summer the best one yet.

In partnership,
Joe Gothard, Ed. D, Superintendent

I want to draw your attention to the MSCR program guide distributed late last month. This demonstrates the robust, decades-long relationship between MMSD and MSCR. While we maintain separate summer guides due to the specific operational capacities required for our respective programs to flourish, we work side-by-side. This synergy makes MMSD stand apart in the depth of learning and well-being opportunities we provide to both children and adults in Madison.

- **New Series Launch: "The Voices of People, Purpose and Pride":** I am thrilled to share the first edition of this new series. These informal, less-scripted conversations aim to pull back the curtain on MMSD decision-making. Our first episode features guest **Bob Soldner** for a deep dive into the MMSD budget, state funding, property taxes, and the systemic need for school funding reform.

Tuesday, April 7 (Start of 4th Quarter)

- **Voter Participation:** Started the day by heading to the polls for the local elections. Congratulations to Board Members Vander Meulen and Mosner Feltham! To give you sense for how WI school districts fared in their referenda pursuits, here is the DPI results webpage: https://sfs.dpi.wi.gov/wisfpr/SchoolDistrictReferendaReport?moduleId=11
- **Principal Advisory Committee:** I met with a group of principals and assistant principals at Doyle. The role of the principal in MMSD has changed dramatically in recent years, becoming more complex and demanding. This committee provides me with a direct "front-line" feedback loop that pushes me to find new, innovative ways to support our leaders and school communities.

BOE WEEKLY UPDATE

Wednesday, April 8

- **Madison Public Schools Foundation (MPSF):** Attended the virtual board meeting to discuss community fundraising and grant opportunities for our teachers. There is always a great deal going on at the foundation. I was grateful the MPSF played such a prominent role at our groundbreaking ceremonies. We have a big spring event coming up at the end of the month and next week I will take part in interviews for the new President.
- **Academic Affairs Committee:** Participated in the monthly committee meeting focusing on student achievement data and instructional goals in my role as a Trustee at Edgewood University. So many of these conversations are PreK-14 or 16, thinking about the many ways we prepare children for success.
- **Downtown Rotary:** Our rotary meeting featured an excellent presentation on Autism from Dr. Qiang Chang from the Waisman Center. I will share the video link with you once it is posted.

Thursday, April 9

- **GMCC ICE Breaker:** Represented MMSD at the Greater Madison Chamber of Commerce event at the Kohl Center, strengthening our ties with local business partners. The theme of the event was: **Ready, Set, BECOME.** Madison and Dane County truly have potential and opportunities like few other cities across the country. I continue to align our Building for the Future work with this understanding about our growth and economy.
- **Board Preparation:** Dedicated time to reviewing the upcoming Board of Education (BOE) packet and finalizing reports.

Friday, April 10

Personal Note: I am out of the office today visiting family. I look forward to returning recharged for the busy weeks ahead.

Joe
Joe Gothard, Ed. D

BOE WEEKLY UPDATE

BOARD OF EDUCATION QUESTIONS

During our Instruction Work Group on April 6, 2026, we received the following questions from Board Members. Below are the questions and their responses:

- **Where can the board members see all the MOA's of our high and medium intensity partnerships?**

  We currently do not have a public-facing database to view all partnerships in one place. The Board receives weekly updates on all medium-intensity partnerships below the $ 60,000 threshold. The Board received a memo on these in the fall. The BOE approves all high-intensity partnerships during the monthly regular Board meeting. We are currently working on a database/dashboard to provide visibility into all partnerships in one place. We continue to work within our repository system to create a simplified way to gauge the medium and high-intensity partnerships that can be shared broadly.

- **Do you have data that would speak to students that have IEPs that are attending summer school programs?**

  4K-12th grade enrollment for students with an IEP (not ESY)
  2025: 771
  2024: 593
  2023: 574

  Extended School Year (ESY) Enrollment
  2025: 236
  2024: 241
  2023: 239

OTHER INFORMATION

Achievement Gap Reduction (AGR) Program Reporting
Please see the attached memo for an update on Achievement Gap Reduction schools progress towards achieving performance objectives.

Analysis of Student Screen Time and Chromebook Integration
Please see the attached memo for the analysis of student screen time and Chromebook integration.

Great Things Happening Around MMSD

- West High School's Civics Club hosted eight candidates vying to be the next governor of Wisconsin for student-led Q&A sessions, giving students a powerful platform to engage directly in the democratic process
    - Madison West High School students host Democratic candidates for town hall (Wisconsin Examiner)
    - Madison West High School students host gubernatorial candidates (Channel 3000)
    - Madison high school students talk to November election candidates (WMTV)
- Lake View Elementary fifth-graders in the Hmong Heritage Bilingual program honored history and language by interviewing community elders about their lived experiences during the Vietnam War
- East High School staff enjoyed a heartwarming Professional Development Day visit from the Green County Humane Society, which brought some welcome puppy love to campus
- La Follette High School hosted a joyful community choir celebration, featuring standout performances from students across its feeder schools
- 41 MMSD students advanced to National Merit Finalist status, earning national recognition for their academic excellence, leadership and dedication
- As part of its efforts for Better World Day, Toki Middle School students have partnered with their younger counterparts at Orchard Ridge Elementary, creating bookmarks for visitors to nearby Meadowridge Library, designing and decorating bricks for Toki's rain garden, and creating May Day baskets that they'll share throughout the neighborhood surrounding their building
- Cherokee Heights Middle School eighth-graders showcased their reading skills and teamwork during the school's annual Book Bowl, demonstrating strong comprehension skills and a love of literacy

OUR UPCOMING BOARD CALENDAR

Mon., April 13, 5 p.m.	Operations Work Group Meeting In person and virtual—Open to the public
Wed., April 15, 5:30 p.m.	Student Senate In Person – Doyle 103
Fri., April 17, 10 a.m.	Policy Committee In Person
Mon., April 20, 5 p.m.	Special Meeting in Open Session – WORKSHOP followed by Closed Session In person and virtual—Open to the public
Mon., April 27, 6 p.m.	Regular Board of Education Meeting In person and virtual—Open to the public

- Wed., April 29, 5:30 p.m. — Student Senate
  In Person – Doyle 103

- Fri., May 1, 10 a.m. — Policy Committee
  In Person

ITEMS ATTACHED FOR INFORMATION

1. Achievement Reduction Gap Program Reporting 2025-2026
2. Analysis of Student Screen Time and Chromebook Memo

MADISON METROPOLITAN SCHOOL DISTRICT

State and Federal Programs

TO: Members of the Board of Education

FROM: Jennifer Waldner, Executive Director, State & Federal Programs

DATE: April 27, 2026

SUBJECT: Achievement Gap Reduction (AGR) Program Reporting

Issue:
The Madison Metropolitan School District (MMSD) is requesting the Board of Education's review of the implementation and progress towards achieving performance objectives in each participating Achievement Gap Reduction (AGR) school.

Background:
The 20 AGR schools in MMSD are required to follow one of three strategies in their K-3 classrooms as defined by the program. These strategies include class size reduction, instructional coaching, or one-to-one tutoring in math or reading. In MMSD, all AGR schools are required to either follow AGR class-size requirements of 18:1 or implement an instructional coaching strategy in classrooms where class sizes are higher. In return, DPI provides state aid that must be used to satisfy the terms of the AGR program requirements. One of these requirements includes reporting to the Board of Education at the end of each semester the school's success in attaining the performance objectives.

Analysis:
Attached you will find information regarding each school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives.

Anana Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	Reading	On the AimsWeb Early Literacy Screener 13% of our students are above the 75th percentile. 21% of our students are between the 25th and 75th percentile. 54% of our students are between the 11-24th percentile. 13% are in the 0-10th percentile.	Increase the number of students identified as "low risk" by 10%.	Fastbridge AimsWeb Lexia Benchmark Phonics LETRS Screeners	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	On the AimsWeb Early Literacy Screener 0% of our students are above the 75th percentile. 14% of our students are between the 25th and 75th percentile. 19% of our students are between the 11-24th percentile. 67% are in the 0-10th percentile.	
K	Math	Fall Fastbridge Math Screening, 68% at or above benchmark.	Increase the number of students performing at or above grade level by 10%.	Fastbridge Math Screening	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	Winter Fastbridge Math Screening, 59% at or above benchmark.	
1	Reading	On the AimsWeb Early Literacy Screener 8% of our students are above the 75th percentile, 27% are between the 24th and 75th percentile range; 19% are in the 11-24th percentile; and 46% are in the 0-10th percentile.	Increase the number of students identified as "low risk" by 10%.	Fastbridge AimsWeb Lexia Benchmark Phonics LETRS Screeners	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	On the AimsWeb Early Literacy Screener 4% of our students are above the 75th percentile, 40% are between the 24th and 75th percentile range; 4% are in the 11-24th percentile; and 52% are in the 0-10th percentile.	

1	**Math**	Fall Fastbridge Math Screening, 63% at or above benchmark.	Increase the number of students performing at or above grade level by 10%.	Fastbridge Math Screening	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	Winter Fastbridge Math Screening, 59% at or above benchmark.	
2	**Reading**	On the AimsWeb Early Literacy Screener 9% of our students are above the 75th percentile, 36% are between the 24th and 75th percentile range;5% are in the 11-24th percentile; and 50% are in the 0-10th percentile.	Increase the number of students identified as "low risk" by 10%.	Fastbridge AimsWeb Lexia Benchmark Phonics LETRS Screeners	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	On the AimsWeb Early Literacy Screener 14% of our students are above the 75th percentile, 29% are between the 24th and 75th percentile range; 10% are in the 11-24th percentile; and 48% are in the 0-10th percentile.	
2	**Math**	Fall A-Math Screening, 43% at or above benchmark.	Increase the number of students performing at or above grade level by 10%.	A-Math	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	Winter A-Math Screening, 45% at or above benchmark.	
3	**Reading**	On the AimsWeb Early Literacy Screener 13% of our students are above the 75th percentile, 53% are between the 24th and 75th percentile range; 13% are in the 11-24th percentile; and 20% are in the 0-10th percentile.	Increase the number of students identified as "low risk" by 10%.	Fastbridge AimsWeb Lexia Benchmark Phonics LETRS Screeners	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	On the AimsWeb Early Literacy Screener 25% of our students are above the 75th percentile, 38% are between the 24th and 75th percentile range; 25% are in the 11-24th percentile; and 13% are in the 0-10th percentile.	
3	**Math**	Fall A-Math Screening, 60% at or above benchmark.	Increase the number of students performing at or above grade level by 10%.	A-Math	Class size reduction Instructional Coaching	More direct support for students. Data driven planning and instruction.	Winter A-Math Screening, 48% at or above benchmark..	

Source: Wis. Stat. § 118.44(4)

Emerson Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Five-Year Achievement Guarantee Contract Application
- AGR Reporting Portal
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- AGR website
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Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)	**Response to COVID-19** (describe your school's overall experience with the COVID-19 crisis, and how it affected your school this year).
K	Reading	77.3% 34 of 44 at/above benchmark	100% of students at benchmark	Aimsweb Plus Early Literacy Formative Assessments	Class size reduction	More small group and 1:1 Instruction	62% 28 of 45 at/above benchmark		
K	Math	69.8% 30 of 43 at/above benchmark	100% of students at benchmark	FAST Early Math Formative Assessments	Class size reduction	More small group and 1:1 Instruction	71.1% 32 of 45 at/above benchmark		
1	Reading	70.6% 24/34 at/above benchmark	100% of students at benchmark	Aimsweb Plus Early Literacy Formative Assessments	Class size reduction	More small group and 1:1 Instruction	66.7% 24 of 36 at/above benchmark		
1	Math	57.6% 19 of 33 at/above benchmark	100% of students at benchmark	FAST Early Math Formative Assessments	Class size reduction	More small group and 1:1 Instruction	69.4% 25 of 36 at/above benchmark		
2	Reading	77.8% 28 of 36 at/above benchmark	100% of students at benchmark	Aimsweb Plus Formative Assessments Oral Reading Fluency	Instructional Coaching	Improved planning and teaching	79.5% 31 of 39 at/above benchmark		

2	Math	61.1% 22 of 36 at/above benchmark	100% of students at benchmark	FAST aMath Formative Assessments	Instructional Coaching	Improved planning and teaching	59% 23/39 at/above benchmark		
3	Reading	74.4% 29 of 39 at/above benchmark	100% of students at benchmark	Aimsweb Plus + Formative Assessments Oral Reading Fluency	Instructional Coaching	Improved planning and teaching	70.7% 29 or 41 at/above benchmark		
3	Math	68.4% 26 of 38 at/above benchmark	100% of students at benchmark	FAST aMath Formative Assessments	Instructional Coaching	Improved planning and teaching	68.3% 28 of 41 at/above benchmark		

Source: Wis. Stat. § 118.44(4)

Gompers Elementary

GOMPERS ELEMENTARY SCHOOL FALL 2025-2026SY
ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING
to support application and reporting

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Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	76% at benchmark* (19 students) *Baseline data from 23-24SY using a different assessment suite (Fastbridge)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Aimsweb+ Early Literacy	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	89% at benchmark (25 students)	
K	**Math**	79.2% at benchmark (19 students)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Fastbridge earlyMath	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific math needs and provide immediate, meaningful feedback.	85% at benchmark (23 students)	
1	**Reading**	55.6% at benchmark* (15 students) *Baseline data from 23-24SY	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Aimsweb+ Early Literacy	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	85% at benchmark (25 students)	

		using a different assessment suite (Fastbridge)						
1	**Math**	70.4% at benchmark (19 students)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Fastbridge earlyMath	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific math needs and provide immediate, meaningful feedback.	63% at benchmark (17 students)	
2	**Reading**	47.6% at benchmark (10 students) *Baseline data from 23-24SY using a different assessment suite (Fastbridge)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	aimsweb+ Oral Reading Fluency	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	71% at benchmark (20 students)	
2	**Math**	70% at benchmark (14 students)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Fastbridge Automaticity, Fastbridge aMath	Class size reduction	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific math needs and provide immediate, meaningful feedback.	50% at benchmark (12 students) based on Fastbridge aMath 71% at benchmark (20 students) at benchmark based on Fastbridge Automaticity	
3	**Reading**	67.9% at benchmark (19 students) *Baseline data from 23-24SY using a different assessment suite (Fastbridge)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	aimsweb+ Oral Reading Fluency, Forward ELA	Instructional coaching	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	67% at benchmark (18 students)	
3	**Math**	64.3% at benchmark (18 students)	6.66% increase by the end of 25-26SY, with a total of 10% increase in three years.	Fastbridge Automaticity, Fastbridge aMath, Forward Math	Instructional coaching	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific math needs and provide immediate, meaningful feedback.	56% (14 students) at benchmark based on Fastbridge aMath 67% (18 students) at benchmark based on Fastbridge Automaticity	

Source: Wis. Stat. § 118.44(4)

Hawthorne Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

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- AGR website
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Grade	**Subject**	**Baseline Performance Level**	**Performance Objective** – (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	60% (32/53 students) meeting benchmark on Aimsweb+ Early Literacy	We expect the overall percent of Students at or above benchmark to grow 3%	Aimsweb+, Ehri's microphases, Curricular assessments	Instructional Coaching Class Size Reduction Schools of Hope Tutoring	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction, additional tutoring will further support students' literacy growth.	44% (24/54 students) meeting benchmark on Aimsweb+ Early Literacy	
K	**Math**	52% (27/52 students) meeting benchmark on Fastbridge early Math Composite	We expect the overall percent of Students at or above benchmark to grow 3%	Fastbridge Early Math, Curricular Assessments	Instructional Coaching Class Size Reduction	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction.	56.6% (30/53 students) meeting benchmark on Fastbridge Early Math Composite	
1	**Reading**	55% (26/47 students) meeting benchmark on Aimsweb+ Early Literacy	We expect the overall percent of Students at or above benchmark to grow 3%	Aimsweb+, Ehri's microphases, Curricular assessments	Instructional Coaching Class Size Reduction Schools of Hope Tutoring	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction,	40% (19/47 students) meeting benchmark on Aimsweb+ Early Literacy 47% (22/47 students)	

		53% (25/47 students) meeting benchmark on Aimsweb+ Oral Reading Fluency				additional tutoring will further support students' literacy growth.	meeting benchmark on Aimsweb+ Oral Reading Fluency	
1	**Math**	42% (19/45 students) meeting benchmark on Fastbridge early Math Composite	We expect the overall percent of Students at or above benchmark to grow 3%	Fastbridge Early Math, Curricular Assessments	Instructional Coaching Class Size Reduction	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction.	38% (18/47 students) meeting benchmark on Fastbridge Early Math Composite	
2	**Reading**	60% (28/47 students) meeting benchmark on Aimsweb+ Oral Reading Fluency	We expect the overall percent of Students at or above benchmark to grow 3%	Aimsweb+, Ehri's microphases, Curricular assessments	Instructional Coaching Schools of Hope Tutoring	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction, additional tutoring will further support students' literacy growth.	63% (29/46 students) meeting benchmark on Aimsweb+ Oral Reading Fluency	
2	**Math**	41% (19/46 students) meeting benchmark on Fastbridge Automaticity 31% (14/45 students) meeting benchmark on Fastbridge aMath	We expect the overall percent of Students at or above benchmark to grow 3%	Fastbridge aMath Fastbridge Automaticity, Curricular Assessments	Instructional Coaching	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction.	55% (26/47 students) meeting benchmark on Fastbridge Automaticity 45% (21/47 students) meeting benchmark on Fastbridge aMath	
3	**Reading**	46% (21/46 students) meeting benchmark on Aimsweb+ Oral Reading Fluency	We expect the overall percent of Students at or above benchmark to grow 3%	Aimsweb+, Ehri's microphases, Curricular Assessments, Forward	Instructional Coaching Schools of Hope Tutoring	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction, additional tutoring will further support students' literacy growth.	51% (24/47 students) meeting benchmark on Aimsweb+ Oral Reading Fluency	

3	Math	45% (20/44 students) meeting benchmark on Fastbridge Automaticity 45% (20/44 students) meeting benchmark on Fastbridge aMath	We expect the overall percent of Students at or above benchmark to grow 3%	Fastbridge aMath Fastbridge Automaticity, Curricular Assessments	Instructional Coaching	Instructional coaching will provide targeted support to teachers, class size reduction will ensure all students receive rigorous, differentiated instruction.	28% (13/46 students) meeting benchmark on Fastbridge Automaticity 30% (13/43 students) meeting benchmark on Fastbridge aMath	

Source: Wis. Stat. § 118.44(4)

Henderson Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

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Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective**
K	**Reading**	AIMSweb+ KG English, 79% of students ID'd as "low risk" FastBridge Early Reading Spanish KG, 29% of students ID'd as "low risk"	Aimsweb+ Early Reading KG English, increase % of students ID'd as "low risk" FastBridge Early Reading Spanish KG, increase % of students ID'd as "low risk"	AIMSWeb+, Lexia; Benchmark weekly assessments, EL education benchmark assessments Literacy, and Oral Language Assessments, daily tasks	Class size reduction and Instructional coaching strategy to support high quality core instruction and targeted teaching.	Collaboration, support around content and instructional practice	Aimsweb+ Early Reading KG English 62% of students ID'd as "low risk" For Spanish instruction we used weekly assessments aligned to our high quality core curriculum to monitor and adjust instruction. 13% of students identified as low risk.	
K	**Math**	Fast Bridge Fall, % of students at low risk.	Bridges Interim increased % of KG students meeting grade level expectations.	Bridges Interim, Number Corner, Unit Assessment and daily tasks	Class size reduction and Instructional coaching strategy	Collaboration, support around content and instructional practice	For mid-year math data, we have continued to use formative assessment aligned with curriculum embedded work and curriculum embedded assessments. 36 % of students at low risk.	
1	**Reading**	Aimsweb+ Early Reading 1st gr English, 65% of students ID'd as "low risk"	Aimsweb+ Early Reading 1st gr English, increase 52% of students	Fastbridge; Lexia; Benchmark Phonics, Literacy, and Oral Language	Instructional coaching strategy and class size reduction	Collaboration, support around content and instructional practice	AIMSweb+ Early Reading 1st grade English,52 % of students ID'd as "low risk" For Spanish instruction we used weekly assessments aligned to our high quality core	

		FastBridge Early Reading Spanish 1st, 30% of students ID'd as "low risk"	ID'd as "low risk" FastBridge Early Reading Spanish 1st, % of students ID'd as "low risk"	Assessments, daily tasks			curriculum to monitor and adjust instruction. 15% of students at low risk.	
1	**Math**	Fast Bridge Fall, 37% of students at low risk.	Bridges Interim Assessment, increased % of 1st grade students meeting grade level expectations.	Bridges Interim, Number Corner, Unit Assessment and daily tasks	Instructional coaching strategy and class size reduction	Collaboration, support around content and instructional practice	For mid-year math data, we have continued to use formative assessment aligned with curriculum embedded work and curriculum embedded assessments. 25 % of students at low risk.	
2	**Reading**	Aimsweb+ Reading-English 2nd gr 61% of students ID'd as "low risk" FastBridge CBM Reading-Spanish 2nd grade, 19% of students ID'd as "low risk"	Increase of 5% of students scoring at low risk	Fastbridge; Lexia; Benchmark Phonics, ANet interims, Literacy, and Oral Language Assessments, daily tasks	Instructional coaching strategy	Collaboration, support around content and instructional practice	AIMSweb+ CBM Reading-English 2nd gr 64% of students ID'd as "low risk" FastBridge CBM Reading-Spanish 2nd gr DLI, 17% of students ID'd as "low risk"	
2	**Math**	Fast Bridge Fall, 30% of students at low risk.	Bridges Interim Assessment, increase % of 2nd grade students meeting grade level expectations	Bridges Interim, Number Corner, Unit Assessment and daily tasks	Instructional coaching strategy	Collaboration, support around content and instructional practice	For mid-year math data, we have continued to use formative assessment aligned with curriculum embedded work and curriculum embedded assessments. 39% of students at low risk.	

3	**Reading**	Aimsweb+ CBM Reading-English 3rd gr, 62% of students ID'd as "low risk FastBridge CBM Reading-Spanish 3rd gr DLI, 21% of students ID'd as "low risk	AIMSWeb+ Reading-English 3rd gr Increase of 5% of students at low risk FastBridge CBM Reading-Spanish 3rd gr DLI, increase of students at low risk	Fastbridge; Lexia; Benchmark Phonics, Aimsweb+, interims, Literacy, and Oral Language Assessments, daily tasks	Instructional coaching strategy	Collaboration, support around content and instructional practice	AIMSWeb+ CBM Reading-English 3rd gr 61% of students ID'd as "low risk FastBridge CBM Reading-Spanish 3rd gr DLI, 16% of students ID'd as "low risk	
3	**Math**	Fast Bridge Fall, 55% of students at low risk.	Bridges Interim Assessment, % of 3rd grade students meeting grade level expectations	Bridges Interim, Number Corner, Unit Assessment and daily tasks	Instructional coaching strategy	Collaboration, support around content and instructional practice	For mid-year math data, we have continued to use formative assessment aligned with curriculum embedded work and curriculum embedded assessments. 42% of students at low risk on automaticity.	

Source: Wis. Stat. § 118.44(4)

Huegel Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	63/73 At or Above Benchmark (above 25th percentile) 6/73 At Risk (11-24th percentile) 4/73 At Risk (Below 10th percentile)	10% increase in At or Above Benchmark (above 25th percentile)	AIMSweb Encoding Microphase Assessment	Instructional Coaching	Meeting with grade level and individual teachers to plan for targeted instruction.	61/73 At or Above Benchmark (above 25th percentile) 4/73 At Risk (11-24th percentile) 8/73 At Risk (Below 10th percentile)	
K	**Math**	64/73 Low Risk 6/73 Some Risk 3/73 High Risk	10% increase at low risk	FastBridge Bridges Interim Assessments	Instructional Coaching	Meeting with grade level and individual teachers to plan for targeted instruction.	55/74 Low Risk 12/74 Some Risk 7/74 High Risk	
1	**Reading**	58/62 At or Above 25th percentile 4/62 At Risk (11-24th percentile)	10% increase in At or Above Benchmark (above 25th percentile)	AIMSweb Encoding Microphase Assessment	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	47 At or Above 25th percentile 7/63 At Risk (11-24th percentile)	

		6/62 At Risk (Below 10th percentile)					9/63 At Risk (Below 10th percentile)	
1	**Math**	38/59 Low Risk 10/59 Some Risk 11/59 High Risk	10% increase at low risk	FastBridge Bridges Interim Assessments	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	38/62 Low Risk 12/62 Some Risk 12/62 High Risk	
2	**Reading**	48/62 At or Above 25th percentile 9/62 At Risk (11th-24th percentile) 5/62 At Risk (Below 10th percentile)	10% increase in At or Above Benchmark (above 25th percentile)	AIMSweb Encoding Microphase Assessment	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	48 At or Above 25th percentile 9/62 At Risk (11th-24th percentile) 5/62 At Risk (Below 10th percentile)	
2	**Math**	Automaticity 40/62 Low Risk 16/62 Some Risk 6/62 High Risk aMath 28/62 Advanced 10/62 Low Risk 6/62 Some Risk	10% increase at low risk	FastBridge Bridges Interim Assessments	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	Automaticity 39/61 Low Risk 15/61 Some Risk 7/61 High Risk aMath 25/62 Advanced 15/62 Low Risk 8/62 Some Risk 14/62 High Risk	

		18/62 High Risk						
3	**Reading**	39/49 At or Above 25th percentile 6/49 At Risk (11th-24th percentile) 4/49 At Risk (Below 10th percentile)	10% increase in At or Above Benchmark (above 25th percentile)	AIMSweb Encoding Microphase Assessment	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	42/49 At or Above 25th percentile 2/49 At Risk (11th-24th percentile) 5/49 At Risk (Below 10th percentile)	
3	**Math**	Automaticity 38/48 Low Risk 9/48 Some Risk 1/48 Low Risk aMath 23/48 Advanced 14/48 Low Risk 7/48 Some Risk 4/48 High Risk	10% increase at low risk	FastBridge Bridges Interim Assessments	Class size reduction	Reducing student teacher ratio will also for more targeted and individualized instruction	Automaticity 30/48 Low Risk 11/48 Some Risk 7/48 High Risk aMath 27/48 Advanced 11/48 Low Risk 8/48 Some Risk 2/48 High Risk	

Source: Wis. Stat. § 118.44(4)

Kennedy Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

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Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	Reading	Overall: 59/84 70.2% Identified Students: 7/16 43.8%	10%	Aimsweb	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 45/79 56.9% Identified Students: 5/15 33.3%	Overall: Identified Students:
K	Math	Overall: 55/80 68.8% Identified Students: 8/13 61.5%	10%	Fast earlyMath	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 47/79 59.4% Identified Students: 7/15 46.6%	overall: Identified Students:
1	Reading	Overall: 45/80 56.3% Identified Students: 4/13 30.8%	20%	Aimsweb	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 37/77 48.0% Identified Students: 2/11 18%	Overall: Identified Students:
1	Math	Overall: 38/75 50.7%	20%	Fast earlyMath	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students.	Overall: 38/79 48.1% Identified Students:	Overall:

		Identified Students: 3/11 27.3%				Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	2/12 16.6%	Identified Students:
2	Reading	Overall: 56/88 64.8% Identified Students: 10/19 52.6	10%	Aimsweb	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 52/86 60.5% Identified Students: 8/15 53.3%	Overall: Identified Students:
2	Math	Overall: 47/89 52.8% Identified Students: 8/19 42.1%	20%	Fast CBMmath	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 41/88 46.5% Identified Students: 8/18 44.4%	Overall: Identified:
3	Reading	Overall: 51/76 67.1% Identified Students: 5/19 26.3%	10%	Aimsweb	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 50/75 66.7% Identified Students: 6/20 30.0%	Overall: Identified Students:
3	Math	Overall: 50/74 67.6% Identified Students: 8/19 42.1%	10%	Fast CBMmath	Class size reduction & Instructional Coaching	Teachers have the opportunity to focus on more students. Teachers are given the opportunity to reflect and improve their practice. Hence improving student achievement.	Overall: 40/76 52.6% Identified Students: 4/19 21%	Overall: Identified Students:

Source: Wis. Stat. § 118.44(4)

Lake View Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

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Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (**expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	Aimsweb Early Literacy Fall: 52.5% (31 students) at benchmark	10% growth over three years = 3.3%	Aimsweb, EL microphase assessment, EL spelling assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.	Aimsweb Early Literacy Winter: 52.5% (31 students) at benchmark	
K	**Math**	Fast Early Math Composite Fall: 39% (23 students) at benchmark	10% growth over three years = 3.3%	Fastbridge, Bridges Interim Assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching	Fast Early Math Composite Winter: 36.2% (21 students) at benchmark	

						and collective learning is part of this work.		
1	**Reading**	Aimsweb Early Literacy Fall: 57.5% (23 students) at benchmark	10% growth over three years = 3.3%	Aimsweb, EL microphase assessment, EL spelling assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.	Aimsweb Early Literacy Winter: 56.1% (23 students) at benchmark	
1	**Math**	Fast Early Math Composite Fall: 32.5% (13 students) at benchmark	10% growth over three years = 3.3%	Fastbridge, Bridges Interim Assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.	Fast Early Math Composite Winter: 35.1% (13 students) at benchmark	
2	**Reading**	Aimsweb Oral Reading Fluency Fall: 54.2% (26 students) at benchmark	10% growth over three years = 3.3%	Aimsweb, EL microphase assessment, EL spelling assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure	Aimsweb Oral Reading Fluency Winter: 52.1% (25 students) at benchmark	

						that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.		
2	**Math**	Fast aMath Fall: 25% (12 students) at benchmark	10% growth over three years = 3.3%	Fastbridge, Bridges Interim Assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.	Fast aMath Winter: 36.2% (17 students) at benchmark	
3	**Reading**	Aimsweb Oral Reading Fluency Fall: 53.5% (23 students) at benchmark	10% growth over three years = 3.3%	Aimsweb, EL microphase assessment, EL spelling assessment	Instructional coaching	Together in Professional Learning Communities (PLCs), we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.	Aimsweb Oral Reading Fluency Winter: 55.8% (24 students) at benchmark	
3	**Math**	Fast aMath Fall: 34.9%	10% growth over three years = 3.3%	Fastbridge, Bridges Interim Assessment	Instructional coaching	Together in Professional Learning Communities (PLCs),	Fast aMath Winter: 39.5% (17 students) at benchmark	

		(15 students) at benchmark				we continue to unpack and examine our instructional approaches and strategies to ensure that they are aligned and in service of our students making gains in literacy and math. Instructional coaching and collective learning is part of this work.		

Source: Wis. Stat. § 118.44(4)

Leopold Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

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Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	Fall 71% N=54	increased all students' literacy proficiency by 3.5 percentage points	Fall Aimsweb Early Reading Benchmark	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 45% N=34	
K	**Math**	Fall 52% N=39	increased all students' literacy proficiency by 3.5 percentage points	FastBridge Early Math	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 64% N=47	
1	**Reading**	Fall 55% N=43	increased all students' literacy proficiency by 3.5 percentage points	Fall Aimsweb Oral Fluency Reading Benchmark	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 45% N=38	
1	**Math**	Fall 42% N=33	increased all students' literacy	FastBridge Early Math	class size reduction	smaller class sizes provide opportunities for focused small	Winter 51% N=41	

			proficiency by 3.5 percentage points			group instruction, ensuring that students receive the individualized support they need to succeed.		
2	**Reading**	Fall 53% N=47	increased all students' literacy proficiency by 3.5 percentage points	Fall Aimsweb oral reading fluency	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 49% N=45	
2	**Math**	Fall 42% N=38	increased all students' literacy proficiency by 3.5 percentage points	FastBridge CBM Automaticity	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 39% N=37	
3	**Reading**	Fall 58% N=54	increased all students' literacy proficiency by 3.5 percentage points	Reading Benchmark 3	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 49% N=44	
3	**Math**	Fall 70% N=66	increased all students' literacy proficiency by 3.5 percentage points	FastBridge CBM Automaticity 3rd	class size reduction	smaller class sizes provide opportunities for focused small group instruction, ensuring that students receive the individualized support they need to succeed.	Winter 45% N=40	

Source: Wis. Stat. § 118.44(4)

Lindbergh Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

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Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (**expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	At/above benchmark: 9 (53%) Below benchmark: 8 (47%)	For students below benchmark: SGP 65% or higher	aimsWeb+ Early Literacy	Class size reduction	-increase in small group support of microphase growth -increase in 1:1 support of microphase development	5 (71%) students met SGP of 65% or higher who scored below benchmark at BOY	
K	**Math**	At/above benchmark: Below benchmark: 9 (53%)	For students below benchmark 1.25x rate of growth from BOY, MOY, to EOY (26.4% increase)	Fastbridge earlymath composite	Class size reduction	-increase in small group support of microphase growth -increase in 1:1 support of math skill development based on individual need	3 (33.3%) students who scored below benchmark at BOY increased by 1.25x rate of growth (national average) from BOY to MOY 2 additional students decreased to below benchmark from BOY to MOY	
1	**Reading**	At/above benchmark: Below benchmark:	For students below benchmark: SGP 65% or higher	aimsWeb+ Early Literacy	Class size reduction	-increase in small group support of microphase growth -increase in 1:1 support of microphase development	2 (40%) students met SGP of 65% or higher who scored below benchmark at BOY	
1	**Math**	At/above benchmark: 15 (68%)	For students below benchmark	Fastbridge earlymath composite	Class size reduction	-increase in small group support of microphase growth	0 (0%) students who scored below benchmark at BOY increased by 1.25x rate of	

		Below benchmark: 7 (32%)	1.25x rate of growth from BOY, MOY, to EOY (20% increase)			-increase in 1:1 support of math skill development based on individual need	growth (national average) from BOY to MOY	
2	**Reading**	At/above benchmark: 18 (100%) Below benchmark: 0 (0%)	For students below benchmark: SGP 65%	aimsWeb+ ORF	Instructional Coaching	Support targeted and scaffolded whole group instructional practices, assessment analysis, and coaching cycles	1 student at MOY scored below benchmark	
2	**Math**	At/above benchmark: 10 (59%) Below benchmark: 7 (41%)	For students below benchmark 1.25x rate of growth from BOY, MOY, to EOY (5% increase)	Fastbridge aMath	Instructional Coaching	Support targeted and scaffolded whole group instructional practices, assessment analysis, and coaching cycles	6 (86%) students who scored below benchmark at BOY increased by 1.25x rate of growth (national average) from BOY to MOY.	
3	**Reading**	At/above benchmark: 8 (47%) Below benchmark: 9 (53%)	For students below benchmark: SGP 65% or higher	aimsWeb+ ORF	Instructional Coaching	Support targeted and scaffolded whole group instructional practices, assessment analysis, and coaching cycles	2 (20%) students met SGP of 65% or higher who scored below benchmark at BOY	
3	**Math**	At/above benchmark: Below benchmark:	For students below benchmark 1.25x rate of growth from BOY, MOY, to EOY (3.75% increase)	Fastbridge aMath	Instructional Coaching	Support targeted and scaffolded whole group instructional practices, assessment analysis, and coaching cycles	2 (11%) students met SGP of 65% or higher who scored below benchmark at BOY	

Source: Wis. Stat. § 118.44(4)

Lori Mann Carey Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

Fall 2025-26

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

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Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	Early Literacy: 54.8% at Benchmark	15% increase in proficiency	Aimsweb Early Literacy	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	32.6% at Benchmark	
K	**Math**	Early Math: 56.1% at Benchmark	15% increase in proficiency	Fast Early Math	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	40.5% at Benchmark	
1	**Reading**	Early Literacy: 60.8% at Benchmark	15% increase in proficiency	Aimsweb Early Literacy	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	56.6% at Benchmark	
1	**Math**	Early Math: 44.7% at Benchmark	15% increase in proficiency	Fast Early Math	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	44.2% at Benchmark	

2	**Reading**	Oral Reading Fluency: 49.2% a Benchmark	15% increase in proficiency	Aimsweb Oral Reading Fluency	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	43.1% at Benchmark	
2	**Math**	Fast CBM Math: 49.2% at Benchmark	15% increase in proficiency	Fast CBM Math Automaticity	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	43.1% at Benchmark	
3	**Reading**	Oral Reading Fluency: 46.6% at Benchmark	15% increase in proficiency	Aimsweb Oral Reading Fluency	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	47.5% at Benchmark	
3	**Math**	Fast CBM Math: 56.9% at Benchmark	15% increase in proficiency	Fast CBM Math Automaticity	Class Size Reduction	Small class sizes and small group instruction ensures students receive individual support they need to achieve.	36.8% at Benchmark	

Source: Wis. Stat. § 118.44(4)

Lowell Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
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Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (**expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	34/47 students (72%) at or above benchmark on Aimsweb Early Literacy.	100% of students will meet growth goals.	Fastbridge progress monitoring, Aimsweb screener, EL curricular assessments, classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade retention and drop-	31/48 students (65%) at or above benchmark on Aimsweb Early Literacy (note different screener than used for fall benchmark).	

						out rates over the long-term.		
K	Math	26/47 students (55%) at or above benchmark on Fastbridge Early Math composite.	100% of students will meet growth goals.	Fastbridge screeners. Curricular assessments, Classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade retention and drop-out rates over the long-term.	34/48 students (71%) at or above benchmark on Fastbridge Early Math composite	
1	Reading	31/42 students (74%) at or above benchmark on Aimsweb Early Literacy	100% of students will meet growth goals.	Fastbridge progress monitoring, Aimsweb screener, EL curricular assessments, classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher	29/42 students (69%) at or above benchmark on Aimsweb Early Literacy	

						expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade retention and drop-out rates over the long-term.		
1	**Math**	27/42 students (64%) at or above benchmark on Fastbridge Early Math composite.	100% of students will meet growth goals.	Fastbridge screeners. Curricular assessments, Classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade	29/42 (69%) at or above benchmark on Fastbridge Early Math composite.	

						retention and drop-out rates over the long-term.		
2	**Reading**	42/56 students (75%) at or above benchmark on Aimsweb Oral Reading Fluency	100% of students will meet growth goals.	Fastbridge progress monitoring, Aimsweb screener, EL curricular assessments, classroom observations	Instructional coaching	Instructional coaching will be used to support teacher reflection and pedagogical growth. Coaching time will be used to dig into student data in order to identify next steps. Additionally, coaching provides professional learning around instructional strategies to increase student achievement.	40/57 (70%) at or above benchmark on Aimsweb Oral Reading Fluency	
2	**Math**	30/56 students (54%) at or above benchmark on Fastbridge aMath.	100% of students will meet growth goals.	Fastbridge screeners. Curricular assessments, Classroom observations	Instructional coaching	Instructional coaching will be used to support teacher reflection and pedagogical growth. Coaching time will be used to dig into student data in order to identify next steps. Additionally, coaching provides professional learning around instructional strategies to increase	32/57 students (56%) at or above benchmark on Fastbridge aMath.	

						student achievement.		
3	**Reading**	42/56 students (75%) at or above benchmark on Aimsweb Oral Reading Fluency	100% of students will meet growth goals.	Fastbridge progress monitoring, Aimsweb screener, EL curricular assessments, classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade retention and drop-out rates over the long-term.	40/57 students (70%) at or above benchmark on Aimsweb Oral Reading Fluency	
3	**Math**	30/56 students (54%) at or above benchmark on Fastbridge aMath.	100% of students will meet growth goals..	Fastbridge screeners. Curricular assessments, Classroom observations	Class size reduction	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement. Higher expectations are	32/57 students (57%) at or above benchmark on Fastbridge aMath.	.

						easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes and reduced grade retention and drop-out rates over the long-term.		

Source: Wis. Stat. § 118.44(4)

Mendota Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application: SPRING 2026							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (expected student growth)**	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	76-100 percentile: 25-75 percentile: 11-24 percentile: 1-10% percentile:	Typical grade level growth - for those behind, accelerated growth	Screener and diagnostic for Fall, Winter, and Spring, Module assessments, teacher observations,	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	**FALL 2025:** 76-100 percentile: 17 25-75 percentile: 30 11-24 percentile: 24 1-10% percentile: 28	
K	**Math**	**Fastbridge - aMath** Advanced: Low Risk: Some Risk: High Risk:		Bridges Interim Assessments, screeners and diagnostic, teacher observations	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	**Fastbridge - aMath** Low Risk: 45 Some Risk: 24 High Risk: 29	
1	**Reading**	76-100 percentile: 25-75 percentile: 11-24 percentile: 1-10% percentile:	Typical grade level growth - for those behind,	Screener and diagnostic for Fall, Winter, and Spring, Module assessments,	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close	76-100 percentile: 18 25-75 percentile: 20 11-24 percentile: 20 1-10% percentile: 42	

			accelerate d growth	teacher observations,		their gaps and improve their scores.		
1	**Math**	**Fastbridge - aMath** Low Risk: Some Risk: High Risk:	Typical grade level growth - for those behind, accelerate d growth	Bridges Interim Assessments, screeners and diagnostic, teacher observations	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	**Fastbridge - aMath** Low Risk: 45 Some Risk: 19 High Risk: 36	
2	**Reading**	76-100 percentile: 25-75 percentile: 11-24 percentile: 1-10% percentile:	Typical grade level growth - for those behind, accelerate d growth	Screener and diagnostic for Fall, Winter, and Spring, Module assessments, teacher observations,	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	76-100 percentile: 15 25-75 percentile: 32 11-24 percentile: 17 1-10% percentile: 37	
2	**Math**	**Fastbridge - aMath** Low Risk: Some Risk: High Risk:	Typical grade level growth - for those behind, accelerate d growth	Bridges Interim Assessments, screeners and diagnostic, teacher observations	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	**Fastbridge - aMath** Low Risk: 43 Some Risk: 36 High Risk: 21	
3	**Reading**	76-100 percentile: 25-75 percentile: 11-24 percentile: 1-10% percentile:	Typical grade level growth - for those behind, accelerate d growth	Screener and diagnostic for Fall, Winter, and Spring, Module assessments, teacher observations,	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close their gaps and improve their scores.	76-100 percentile: 24 25-75 percentile: 27 11-24 percentile: 21 1-10% percentile: 27	
3	**Math**	**Fastbridge - aMath** Low Risk: Some Risk: High Risk:	Typical grade level growth - for those behind,	Bridges Interim Assessments, screeners and diagnostic, teacher observations	Class size reduction, and instructional coaching	Individualized and small group instruction based on data to meet the student's needs and interests to close	**Fastbridge - aMath** Low Risk: 57 Some Risk: 30 High Risk: 13	

			accelerated growth			their gaps and improve their scores.		

Source: Wis. Stat. § 118.44(4)

Midvale Elementary

MIDVALE ELEMENTARY MMSD 2025-2026

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (**expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	79% overall BAA 77% ELL 32	5% increase (15% of three years) and gaps within 10 pp and reducing	AIMS Web and Fast Bridge	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	71% Winter overall 61% BAA ELL 28	85% Spring (at this point 3/31 90% completion rate for K overall)
K	**Math**	80% BAA 62 ELL 48	5% increase (15% of three years) and gaps within 10 pp and reducing	FastBridge Early Math	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	74% overall winter BAA 46 ELL 46	Spring in progress
1	**Reading**	81% BAA 68% ELL 64%	5% increase (15% of three years) and gaps within 10 pp and reducing	AIMS Web and Fast Bridge	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	81% Winter overall BAA 68 ELL 64	Spring in progress
1	**Math**	60% BAA 43 ELL 18	5% increase (15% of three years) and gaps within 10 pp and reducing	FastBridge Early Math	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	63% overall BAA 45 ELL 28	Spring in progress

2	**Reading**	65% BAA 38% ELL 38%	5% increase (15% of three years) and gaps within 10 pp and reducing	AIMS Web and Fast Bridge	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	66% overall BAA 38 ELL 38	Spring in progress
2	**Math**	56% BAA 55 ELL 29	5% increase (15% of three years) and gaps within 10 pp and reducing	FastBridget Early Math/ CBM Automaticity	Reduced class size	This allows intensive student:teacher ratio and targeted instruction	57% overall BAA 45 ELL 26	Spring in progress
3	**Reading**				NA			
3	**Math**				NA			

Source: Wis. Stat. § 118.44(4)

Muir Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	80.9 at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge in fall Aimsweb in winter and spring	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	61.2% of students at or above benchmark The assessment suite has changed from fall to winter. Not all skills are measured with the same benchmark	
K	**Math**	72.9% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	60% at or above benchmark	
1	**Reading**	59% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge in fall Aimsweb in winter and spring	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	77.1% at or above benchmark The assessment suite has changed from fall to winter. Not all skills are measured with the same benchmark	
1	**Math**	63.8% at or above benchmark	3.33% increase by the end of	Fastbridge	Class Size Reduction	Students are able to get targeted instruction more	60.9% at or above benchmark	

			24-25 SY, with a total of 10% increase in three years			often due to the smaller teacher: student ratio		
2	**Reading**	45% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge in fall Aimsweb in winter and spring	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	53.6% at or above benchmark The assessment suite has changed from fall to winter. Not all skills are measured with the same benchmark	
2	**Math**	63% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	66.1% at or above benchmark	
3	**Reading**	50% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge in fall Aimsweb in winter and spring	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	52.1% at or above benchmark The assessment suite has changed from fall to winter. Not all skills are measured with the same benchmark	
3	**Math**	78.7% at or above benchmark	3.33% increase by the end of 24-25 SY, with a total of 10% increase in three years	Fastbridge	Class Size Reduction	Students are able to get targeted instruction more often due to the smaller teacher: student ratio	45.7% of students at or above benchmark	

Source: Wis. Stat. § 118.44(4)

Nuestro Mundo Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective – (**expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	64% Low Risk	75% Low Risk	FAST-Early Reading Spanish Composite Nuestro Mundo	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	55% Low Risk	
K	**Math**	66% Low Risk	75% Low Risk	FAST - Early Math Composite Nuestro	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	59% Low Risk	
1	**Reading**	45% Low Risk	75% Low Risk	FAST-Early Reading Spanish Composite Nuestro Mundo	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	41% Low Risk	
1	**Math**	52% Low Risk	75% Low Risk	FAST - Early Math Composite Nuestro	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	54% Low Risk	
2	**Reading**	45% Low Risk	75% Low Risk	FAST-CBMreading	Class size reduction	Class size reduction allows the teacher to	44% Low Risk	

				Spanish Nuestro		provide more targeted, small group, and individual support to students.		
2	**Math**	48% Low Risk	75% Low Risk	FAST - CBMmath Automaticity	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	52% Low Risk	
3	**Reading**	51% Low Risk	75% Low Risk	FAST- CBMreading Spanish Nuestro	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	61% Low Risk	
3	**Math**	67% Low Risk	75% Low Risk	FAST - CBMmath Automaticity	Class size reduction	Class size reduction allows the teacher to provide more targeted, small group, and individual support to students.	56% Low Risk	

Source: Wis. Stat. § 118.44(4)

Orchard Ridge Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level** **Quarter 4 (Spring) SY24-25 proficiency scores**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective) Fall (November 2025) screener proficiency scores	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	43% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Aimsweb+ Early literacy	Instructional Coach	Supporting teachers through the instructional coaching model allows for intentional growth for teachers through personalized professional development and improved instructional practices. Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide	65% proficiency for all students (26/40)(benchmarks did change from 24-25 to 25-26 for K-1 aimsweb. Cannot compare 1:1)	

						immediate, meaningful feedback.		
K	Math	47% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Fastbridge Early Math composite	Instructional Coach	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	48% proficiency for all students (19/40)	
1	Reading	48% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Aimsweb+ early literacy composite (ORF and early literacy)	Class Size Reduction	Reducing class sizes allows teachers to focus their attention on smaller groups of students, resulting in increased individualized targeted instruction. This strategy ensures improved student academic performance and increased student engagement.	66% proficiency for all students (19/29) (benchmarks changed for K-1 from 24-25 to 25-26. Cannot compare 1:1)	
1	Math	41% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Fastbridge Early Math composite	Class Size Reduction	Reducing class sizes allows teachers to focus their attention on smaller groups of students, resulting in increased individualized targeted instruction. This strategy ensures improved student academic performance and	55% proficiency for all students (16/29)	

						increased student engagement.		
2	**Reading**	58% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Aimsweb+ ORF	Class Size Reduction	Reducing class sizes allows teachers to focus their attention on smaller groups of students, resulting in increased individualized targeted instruction. This strategy ensures improved student academic performance and increased student engagement.	74% proficiency for all students (20/27)	
2	**Math**	Fastbridge AMath 38% proficiency for all students Fastbridge Automaticity 42% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Fastbridge Amath and Automaticity screeners	Class Size Reduction	Reducing class sizes allows teachers to focus their attention on smaller groups of students, resulting in increased individualized targeted instruction. This strategy ensures improved student academic performance and increased student engagement.	Fastbridge AMath 42% proficiency for all students (11/26) Fastbridge Automaticity 41% proficiency for all students (11/27)	
3	**Reading**	70% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Aimsweb+ ORF	Instructional Coach	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide	66% proficiency for all students (25/38)	

						immediate, meaningful feedback.		
3	**Math**	Fastbridge AMath 51% proficiency for all students Fastbridge Automaticity 58% proficiency for all students	increased all students' literacy proficiency by 3.5 percentage point	Fastbridge Amath and Automaticity screeners	Instructional Coach	Teachers deliver targeted, individualized instruction in small groups or one-on-one, allowing them to address each student's specific literacy needs and provide immediate, meaningful feedback.	Fastbridge AMath 58% proficiency for all students (21/36) Fastbridge Automaticity 68% proficiency for all students (26/38)	

Source: Wis. Stat. § 118.44(4)

Sandburg Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	Reading	74.5% at or above benchmark in English. 56.3% at or above benchmark in Spanish.	84.5% to 85.5% at or above benchmark in English. 66.3% to 67.3% at or above benchmark in Spanish.	AimsWeb(+) Early Literacy FastBridge Early Reading Spanish	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 59.4% at or above benchmark in English. In winter, 15.6% at or above benchmark in Spanish.	
K	Math	60.3% at or above benchmark.	63.3% to 64.3% at or above benchmark.	Fast CBM Math-Early Math Composite	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 51.7% at or above benchmark.	
1	Reading	67.3% at or above benchmark in English. 50% at or above benchmark in Spanish.	70.3% to 71/3% at or above benchmark in English. 53-54% at or above benchmark in Spanish.	AimsWeb(+) Early Literacy FastBridge Early Reading Spanish	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 65.5% at or above benchmark in English. In winter, 33.3% at or above benchmark in Spanish.	

1	**Math**	41.8% at or above Benchmark.	44.8% to 45.8% at or above Benchmark.	Fast CBM Math-Early Math Composite	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 52.6% at or above benchmark.	
2	**Reading**	73.1% at or above benchmark in English. 40.6% at or above benchmark in Spanish.	76.1% to 77.1% at or above benchmark in English. 43.6% to 44.6% at or above benchmark in Spanish.	AimsWeb(+) Oral Reading Fluency FastBridge CBMreading Spanish	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 70.9% at or above benchmark in English. In winter, 34.4% at or above benchmark in Spanish.	
2	**Math**	57.7% at or above Benchmark.	60.7% to 61.7% at or above benchmark.	Fast CBM Math Automaticity	Class Size Reduction, Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction. Class size reduction will make more targeted instruction possible.	In winter, 40% at or above benchmark.	
3	**Reading**	70.2% at or above benchmark in English. 40.6% at or above benchmark in Spanish.	73.2% to 74.2% at or above benchmark in English. 43.6% to 44.6% at or above benchmark in Spanish.	AimsWeb(+) Oral Reading Fluency FastBridge CBMreading Spanish	Instructional Coaching	Instructional coaching will assist with implementing our two literacy curriculums and math curriculum for effective instruction.	In winter, 71.6% at or above benchmark in English. In winter, 34.4% at or above benchmark in Spanish.	
3	**Math**	63.6% at or above Benchmark.	66.6% to 67.6% at or above benchmark.	Fast CBM Math Automaticity	Instructional Coaching	Instructional coaching will assist with implementing our two	In winter, 48.5% at or above benchmark	

						literacy curriculums and math curriculum for effective instruction.		

Source: Wis. Stat. § 118.44(4)

Schenk Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	**Reading**	59% at or above benchmark on aimsweb early reading	1.25 years	Aims early reading sub tests, FastBridge-Spanish, Benchmark advance, EL embedded assessments, daily tasks, encoding assessments	Class Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	43% at or above benchmark on aimsweb early reading	
K	**Math**	46% at or above benchmark on FastBridge early math	1.25 years	FastBridge Math screeners, Bridges Screeners, check points, interim assessments and daily tasks	CSR Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	49% at or above benchmark on FastBridge early math	
1	**Reading**	65% at or above benchmark on aimsweb early reading	1.25 years	Aims early reading sub tests, FastBridge-Spanish, Lexia, Benchmark advance, EL embedded	Class Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	58% at or above benchmark on aimsweb early reading	

				assessments, daily tasks, encoding assessments				
1	**Math**	80% at or above benchmark on FastBridge early math	1.25 years	FastBridge Math screeners, Bridges Screeners, check points, interim assessments and daily tasks	Class Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	50% at or above benchmark on FastBridge early math	
2	**Reading**	51% at or above benchmark on aimsweb oral reading fluency	1.25 years	Aims, FastBridge-Spanish, Lexia, Benchmark advance, EL embedded assessments, daily tasks, encoding assessments	Class Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	44% at or above benchmark on aimsweb oral reading fluency	
2	**Math**	35% at or above benchmark on FastBridge aMath	1.25 years	FastBridge Math screeners, Bridges Screeners, check points, interim assessments and daily tasks	Class Size Reduction	Class Size Reduction allows for more direct student support and targeted teaching and learning opportunities	33% at or above benchmark on FastBridge aMath	
3	**Reading**	73% at or above benchmark on aimsweb oral reading fluency	1.25 years	Aims, FastBridge-Spanish, Lexia, Benchmark advance, EL embedded assessments, daily tasks, encoding assessments	Instructional Coaching	Instructional Coaching provides opportunities for staff to engage in the teaching and learning cycle through reflection and adjustments. All this impacts student outcomes.	71% at or above benchmark on aimsweb oral reading fluency	

3	**Math**	42% at or above benchmark on FastBridge aMath	1.25 years	FastBridge Math screeners, Bridges Screeners, check points, interim assessments and daily tasks	Instructional Coaching	Instructional Coaching provides opportunities for staff to engage in the teaching and learning cycle through reflection and adjustments. All this impacts student outcomes.	38% at or above benchmark on FastBridge aMath	

Source: Wis. Stat. § 118.44(4)

Thoreau Elementary

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- AGR Dropbox
- AGR website
- Important dates
- AGR legislation: Wis. Stat. § 118.44(4)

Use these columns to draft responses for the AGR contract application:							**At the end of the semester, describe your progress for school board reporting:**	
Grade	**Subject**	**Baseline Performance Level**	**Performance Objective –** (expected student growth)	**Assessment Methods** (formative & summative assessments)	**AGR Strategy** (class size reduction, instructional coaching, or one-to-one tutoring)	**Rationale** (Describe how the implemented strategy will help achieve the performance objective)	**Fall Semester Progress Toward the Objective** (include the number of identified students meeting the objective)	**Spring Semester Progress Toward the Objective** (provide any performance data from the time before schools closed)
K	Reading	84%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	AimsWeb Screener, curriculum embedded assessments	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement.	Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes, reduced grade retention and drop-out rates.	68% 47 students out of 68	
K	Math	69%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	Fastbridge Screener, curriculum embedded assessments, district interim assessments	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement.	Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes, reduced grade retention and drop-out rates.	61% 41 students out of 67	
1	Reading	86%	The amount of students reaching proficiency in reading by	AimsWeb Screener, curriculum embedded assessments	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher	Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a	77%	

			spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)		/student relationships and therefore student engagement.	student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes, reduced grade retention and drop-out rates.	47 students out of 61	
1	**Math**	78%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	Fastbridge Screener, curriculum embedded assessments, district interim assessments	The class size reduction strategy will be utilized to attain the performance objectives. Smaller classes result in improved teacher /student relationships and therefore student engagement.	Higher expectations are easier to maintain when teachers know their students well. Teachers can then identify whether a student's academic performance reflects deficiencies in effort or understanding and respond accordingly. This leads to improved test outcomes, reduced grade retention and drop-out rates.	63% 37 students out of 60	
2	**Reading**	62%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	AimsWeb Screener, curriculum embedded assessments	The coaching strategy will be utilized to attain the performance objectives	Focused coaching that includes professional learning aligned to SIP goals through observation, feedback, and reflection strengthens instructional practices, builds teacher capacity, and leads to improved student engagement and outcomes.	64% 40 students out of 63	
2	**Math**	55%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	Fastbridge Screener, curriculum embedded assessments, district interim assessments	The coaching strategy will be utilized to attain the performance objectives	Focused coaching that includes professional learning aligned to SIP goals through observation, feedback, and reflection strengthens instructional practices, builds teacher capacity, and leads to improved student engagement and outcomes	53% 32 students out of 60	
3	**Reading**	82%	The amount of students reaching proficiency in	AimsWeb Screener, curriculum embedded assessments	The coaching strategy will be utilized to attain the performance objectives	Focused coaching that includes professional learning aligned to SIP goals through observation,	73% 49 students out of 67	

			reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)			feedback, and reflection strengthens instructional practices, builds teacher capacity, and leads to improved student engagement and outcomes		
3	Math	63%	The amount of students reaching proficiency in reading by spring benchmark will increase 3% as measured through the AimsWeb screener. (10% over 3 years-SIP)	Fastbridge Screener, curriculum embedded assessments, district interim assessments	The coaching strategy will be utilized to attain the performance objectives	Focused coaching that includes professional learning aligned to SIP goals through observation, feedback, and reflection strengthens instructional practices, builds teacher capacity, and leads to improved student engagement and outcomes	56% 37 students out of 66	

Source: Wis. Stat. § 118.44(4)

MADISON METROPOLITAN SCHOOL DISTRICT

Deputy Superintendent's Office

TO: Members of the Board of Education

FROM: Dr. TJ McCray, Deputy Superintendent
Becky Kundert, Senior Executive Director of Curriculum and Instruction
Eric Benedict, Instructional Technology User Manager

DATE: April 8, 2026

SUBJECT: Analysis of Student Screen Time and Chromebook Integration

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MMSD remains dedicated to bridging the digital divide while ensuring technology serves as a purposeful companion to high-quality instruction. Our commitment to the "Ignite" Technology Plan focuses on transforming learning by increasing access and developing 21st-century skills such as communication, collaboration, and critical thinking.

The Importance of Technology Integration

Educational technology is no longer a luxury but a fundamental necessity for preparing students for a workforce where digital literacy is paramount. Research and district implementation data demonstrate that Chromebooks empower our students through several key avenues:

- **Transforming Learning**: Adaptive online platforms personalize learning by adjusting the difficulty of activities in real time. This provides students with immediate feedback and contributes to increased student performance.
- **Building 21st Century Skills**: It is vital that our students cultivate robust 21st-century skills, digital literacy, and fluency. Equipping them to be critical consumers of technology will prepare them for the global market upon graduation.
- **Enhanced Collaboration**: Technology supports active learning by replacing outdated systems that promoted passive learning. Tools such as Google Workspace and other collaboration platforms facilitate direct engagement with the curriculum and enable interaction with global audiences, thereby enabling adaptive learning.
- **Educational Equity**: Technology integration serves as a powerful equalizer, ensuring that all students, regardless of socioeconomic background, have access to robust learning tools. This effectively bridges one aspect of the digital divide. Furthermore, it promotes inclusivity and accessibility, benefiting students with diverse needs.

Analysis of Recommended vs. Actual Usage

Student Level	Recommended Daily Usage for Core Content	Actual Observed Usage

Elementary School	• 4K: None • K: None • 1: None • 2: 10 min • 3: 25 min • 4: 25 min • 5: 30 min	• 4K: 0 • K: 9 minutes • 1: 15 minutes • 2: 26 minutes • 3: 37 minutes • 4: 39 minutes • 5: 50 minutes
Middle School	40 Minutes	120 minutes
High School	40 Minutes	90 minutes

Current internal data highlights a significant discrepancy between the district's recommended instructional usage and the actual daily screen time logged by students. While curriculum-specific requirements vary by subject, ranging from high-frequency use in Biliteracy and Mathematics to minimal digital footprints in Physical Education, the cumulative daily totals exceed our current guidelines.

Limitations of Aggregate Data

While the current metrics provide a high-level overview of district-wide trends, it is essential to acknowledge what the data **does not** capture regarding the nuances of classroom implementation.

- **Teacher-Led Instructional Variation:** The data reflect prescribed curriculum requirements but does not account for how individual teachers leverage technology to meet the specific needs of their classroom. Teachers often exercise professional judgment to supplement lessons with digital resources or, conversely, to pivot to analog instruction when students require a break from screens.
- **Individualized Student Usage:** The recorded "Actual Observed Usage" represents an average, which may mask the reality of the individual student experience. For example, a student utilizing adaptive learning platforms for personalized intervention may naturally record higher screen time than a peer who has already mastered the content.
- **Multimodal Learning Contexts:** Current tracking focuses on the duration the Chromebook is open (Screen Time). However, this does not distinguish between "active" use (collaborative writing or coding) and "passive" use (watching a video), nor does it capture intermittent device use within a single instructional block.
- **Homework and Extracurricular Demands:** The current analysis focuses primarily on core content during the school day. It does not yet account for the additional screen time required for homework, elective courses, or student-led research outside of the prescribed curriculum.

Strategic Challenges and Pitfalls

While technology acts as a powerful catalyst for growth, we must remain vigilant regarding its implementation to avoid common pitfalls.

- **Instructional Intentionality**: Instructional design must prioritize the learning objective, ensuring that the digital tool is intentionally chosen as the best way to achieve that outcome.

- **Balance with Hands-on Learning**: The goal of technology is to enhance the physical world, not to replace it. In subjects like science, it is critical that digital simulations complement, rather than replace, hands-on experimentation and small-group interaction.
- **Professional Learning:** Given the rapid pace of technological advancement, we must pivot from static, one-time workshops toward a model of sustained professional growth. We need to move beyond 'tool-based training' to provide purpose-driven embedded professional learning that treats technology as a catalyst for lesson design, not the destination.

Our goal is to ensure that technology is a high-impact, purposeful tool that truly enhances the educational experience for all learners, rather than allowing it to dominate or overshadow learning.