

2021-2022 Achievement Gap Reduction (AGR) End-of-Year Report

AASD Board of Education
June 27, 2022



AGR Overview

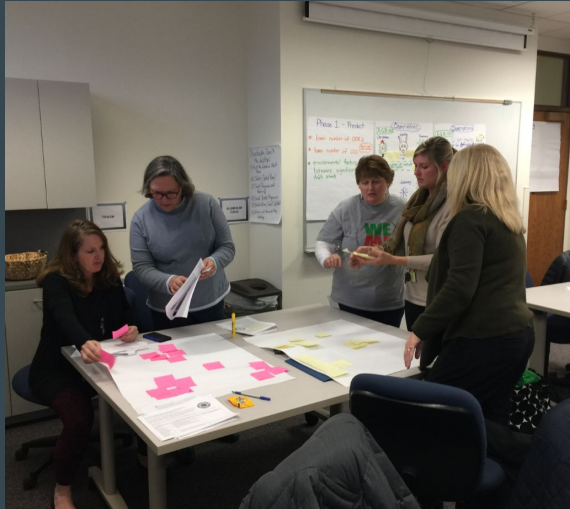
- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
 - one-on-one tutoring by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher
 - **maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.**
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.

AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
 - Badger Elementary School
 - Columbus Elementary School
 - Dunlap Elementary School
 - Edison Elementary School
 - Foster Elementary School
 - Horizons Elementary School
 - Jefferson Elementary School
- AGR requires school board review of implementation and progress at the end of each semester.



AGR Work Group, 2021-2022



| Role | Name | Location |
|--|---------------------|-------------------|
| AASD Leadership Team | Nan Bunnow | Leadership Center |
| AGR Principal | Karen Brice | Horizons |
| Associate Director of Student Services | Tiffany Frerks | Leadership Center |
| Director of Elementary Education | Carrie Willer | Morgan |
| District Literacy Coach | Julie Schwartzbauer | Morgan |
| District Literacy Coach | Kami Harvey | Morgan |
| District STEM Coach | Jackie Herrmann | Morgan |
| District STEM Coach | Meghan Brzozowski | Morgan |
| Kindergarten AGR Teacher | Melissa Romenesko | Jefferson |
| Kindergarten AGR Teacher | Kris Sedovic | Dunlap |
| Grade 1 AGR Teacher | Kristy Rohr | Badger |
| Grade 1 AGR Teacher | Julie Coley | Edison |
| Grade 2 AGR Teacher | Sue Jensen | Foster |
| Grade 2 AGR Teacher | Taylor Kuehl | Horizons |
| Grade 3 AGR Teacher | Dan Smith | Dunlap |
| Grade 3 AGR Teacher | Heather Steineke | Edison |
| EL Teacher | Lea Gysan | Badger/Columbus |
| Sped Teacher | Stevie Aguilar | Columbus |

AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas



2021-2022

AGR Performance Objectives

Reading

90% of students enrolled for the full academic year will reach their targeted growth in reading (one or more years of growth) by the end of the school year as measured by the Fall and Spring i-Ready Reading Diagnostic assessment.

Mathematics

90% of students enrolled for the full academic year will reach their targeted growth in math (one or more years of growth) by the end of the school year as measured by the Fall and Spring i-Ready Math Diagnostic assessment.

Formative & Summative Assessments - Reading

KINDERGARTEN

Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment

GRADE 1

Letter ID, Concepts About Print, Sentence Dictation, IRL, **High Frequency Words**, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment

Formative & Summative Assessments - Reading

GRADE 2

High Frequency Words, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment

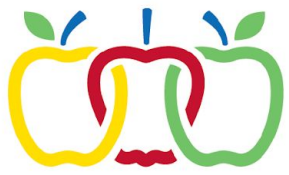
GRADE 3

Spelling Inventory, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment

Formative & Summative Assessments - Mathematics

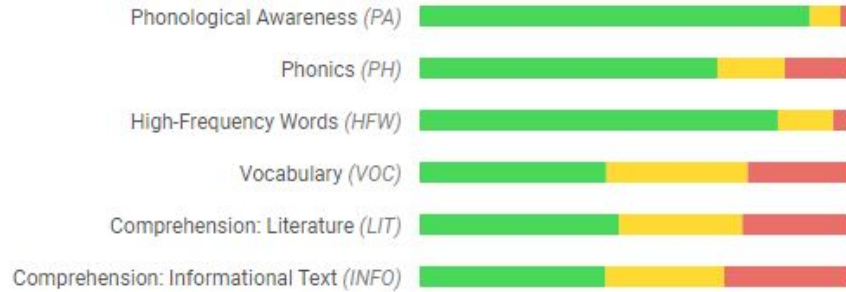
KINDERGARTEN, GRADE 1, GRADE 2 & GRADE 3

- Common formative assessments
- Summative unit tests
- i-Ready Diagnostic assessment



How is information reported in i-Ready?

Placement By Domain



Reading Domains

Placement By Domain



Math Domains



Understanding i-Ready Targeted Growth

Typical Growth: Typical Growth demonstrates the annual growth for an average student taking the *i-Ready Diagnostic*



Mid-Year Progress Monitoring Data Groupings/Comparisons

AGR Schools

- Badger
- Columbus
- Dunlap
- Edison
- Foster
- Horizons
- Jefferson

Title 1/Not AGR Schools

- Appleton
- Bilingual School
- Highlands
- Johnston
- McKinley

*(focus on similar
SES schools)*

Not Title 1 Schoolwide or AGR Schools

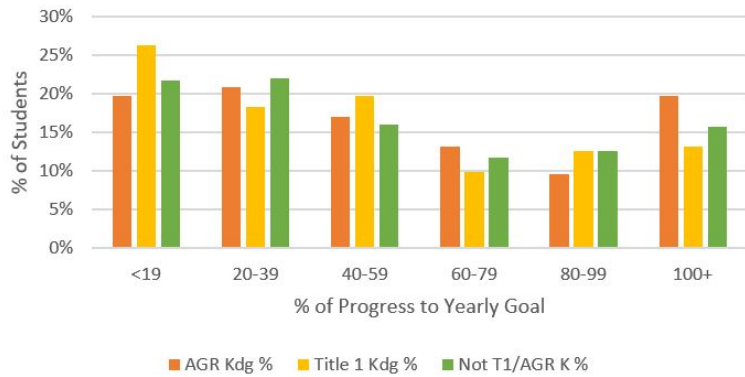
- Berry
- Ferber
- *Franklin
- Houdini
- Huntley
- *Richmond

*(focus on closing
the gap)*

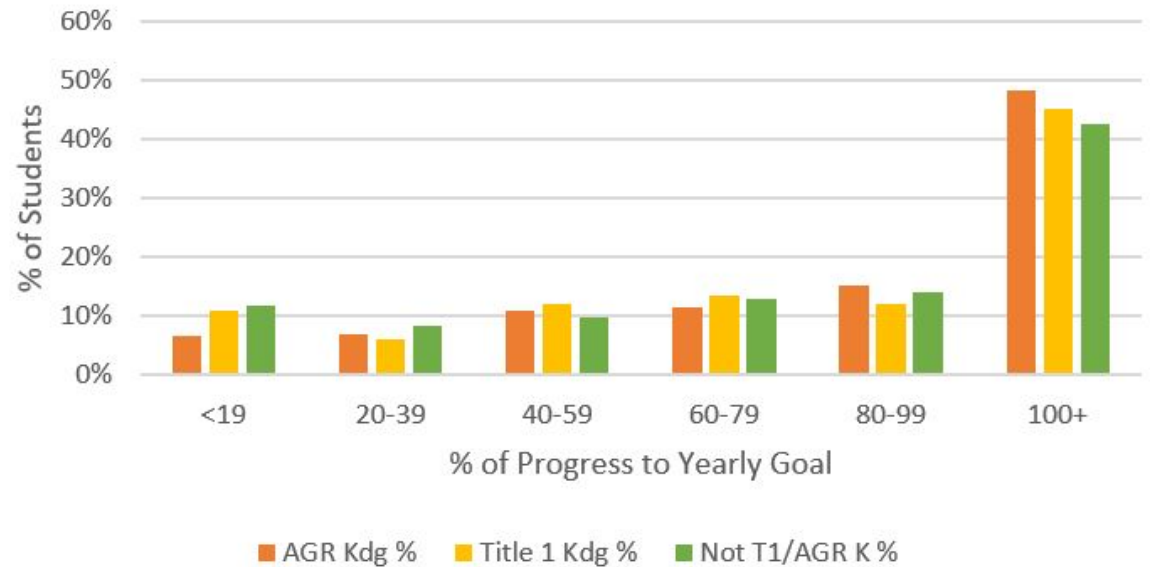
* = Title 1 Targeted School

2021-2022: Kindergarten Reading

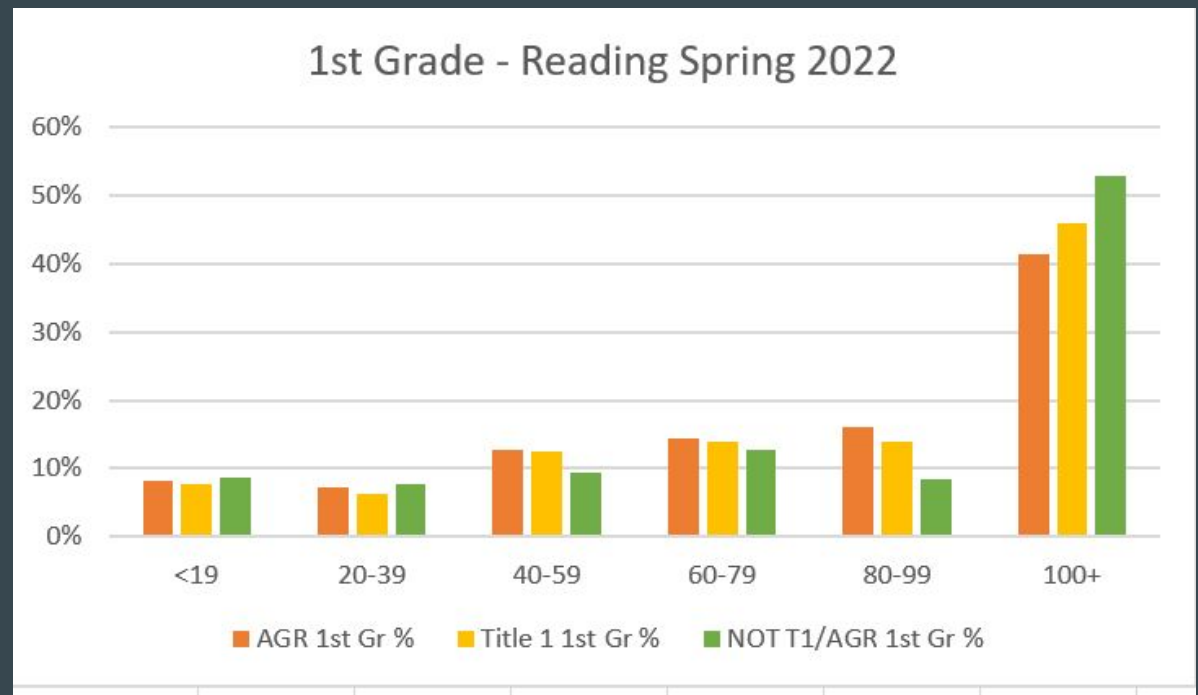
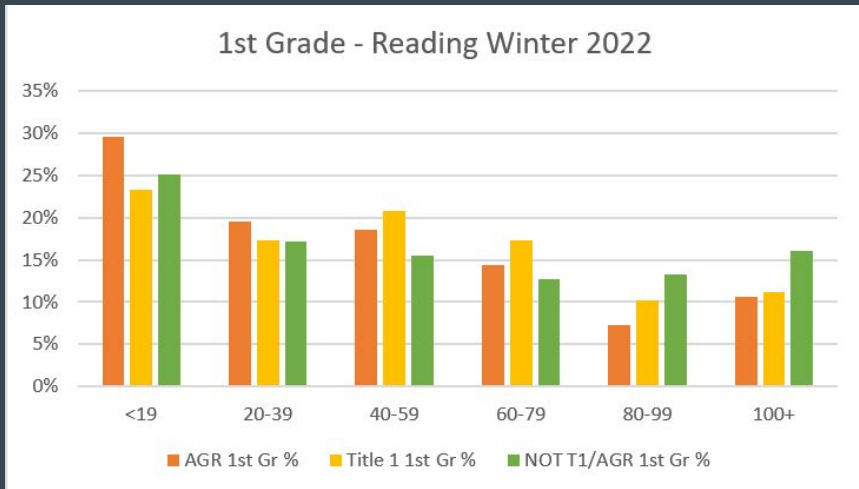
Kindergarten - Reading Winter 2022



Kindergarten - Reading Spring 2022

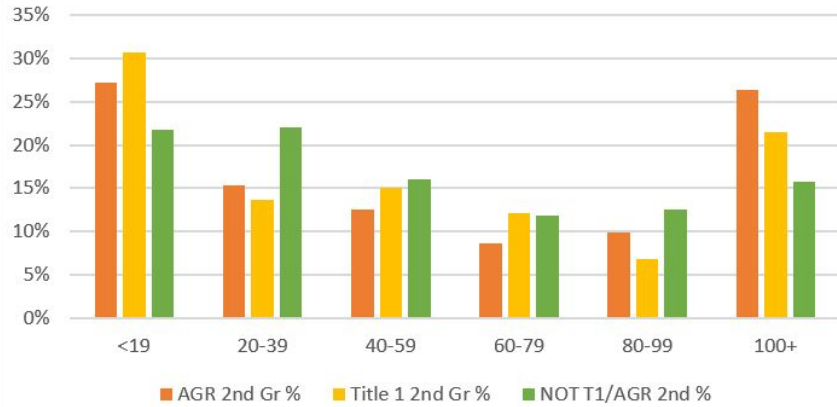


2021-2022: Grade 1 Reading

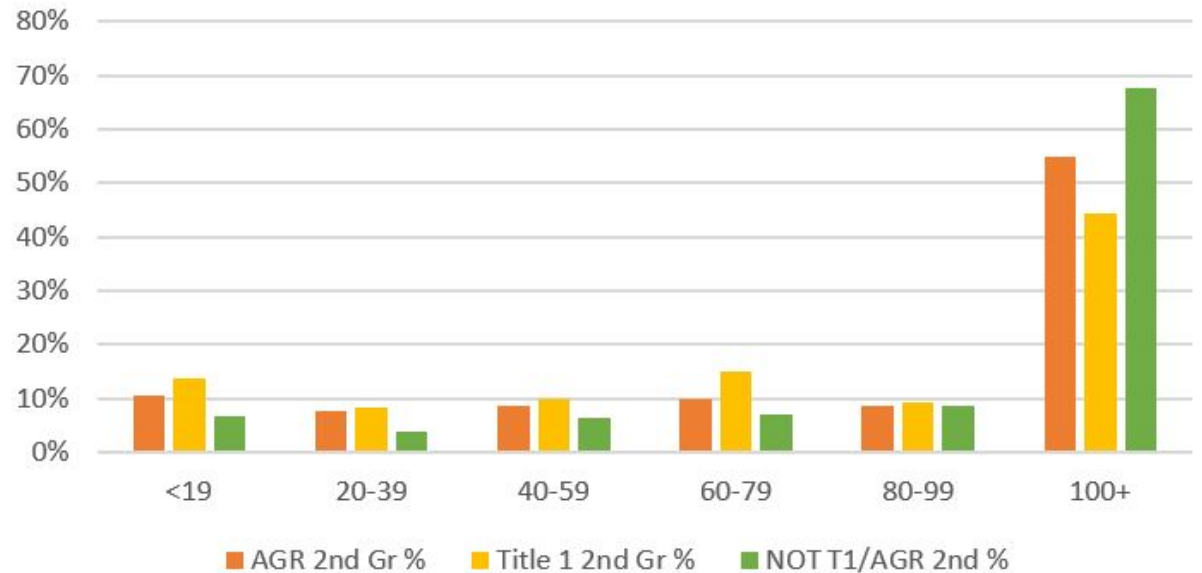


2021-2022: Grade 2 Reading

2nd Grade - Reading Winter 2022

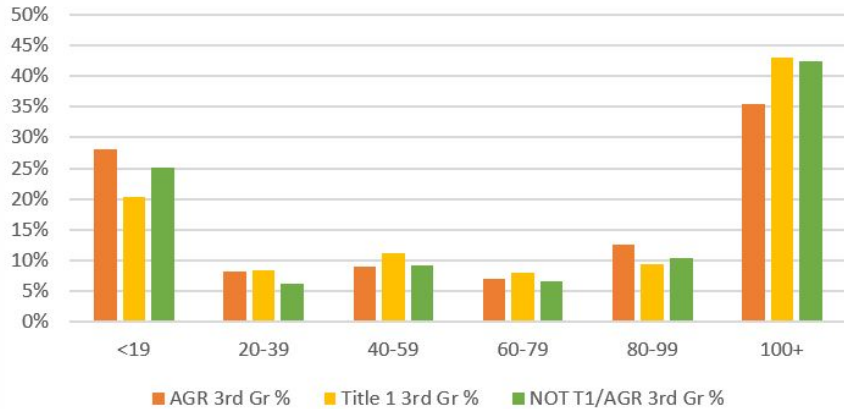


2nd Grade - Reading Spring 2022

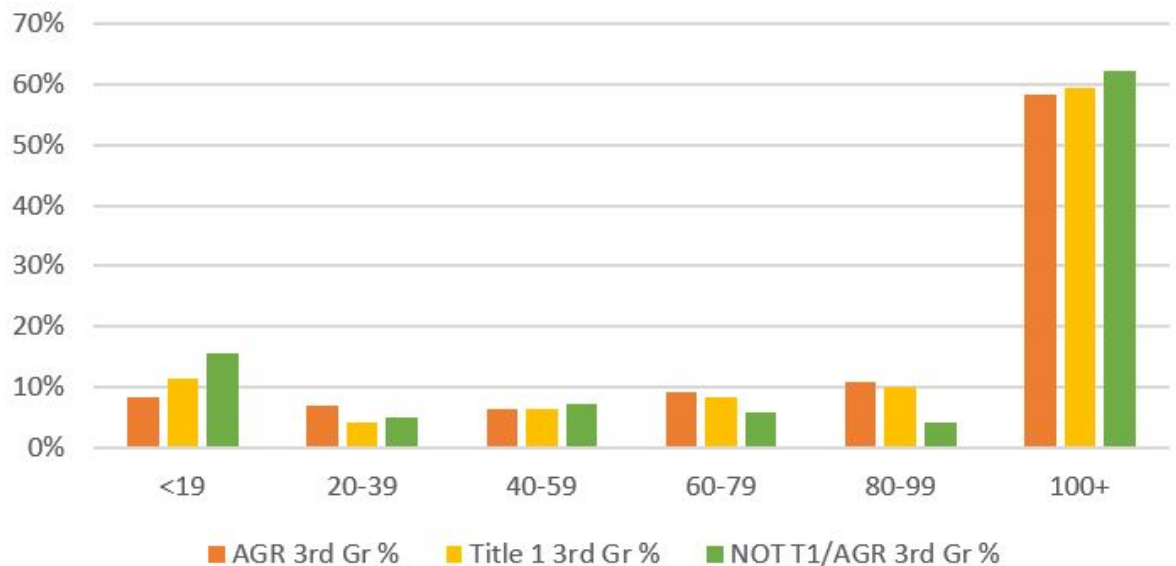


2021-2022: Grade 3 Reading

3rd Grade - Reading Winter 2022

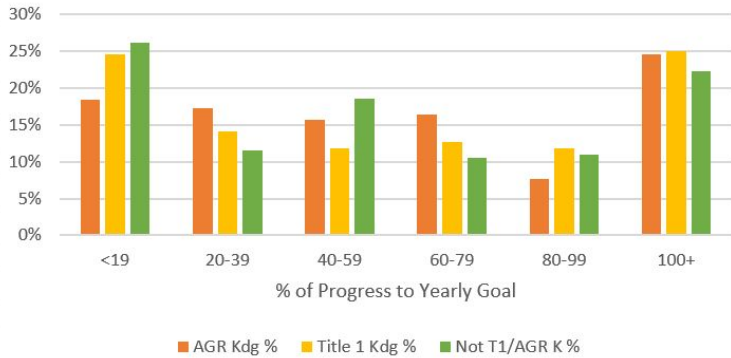


3rd Grade - Reading Spring 2022



2021-2022: Kindergarten Mathematics

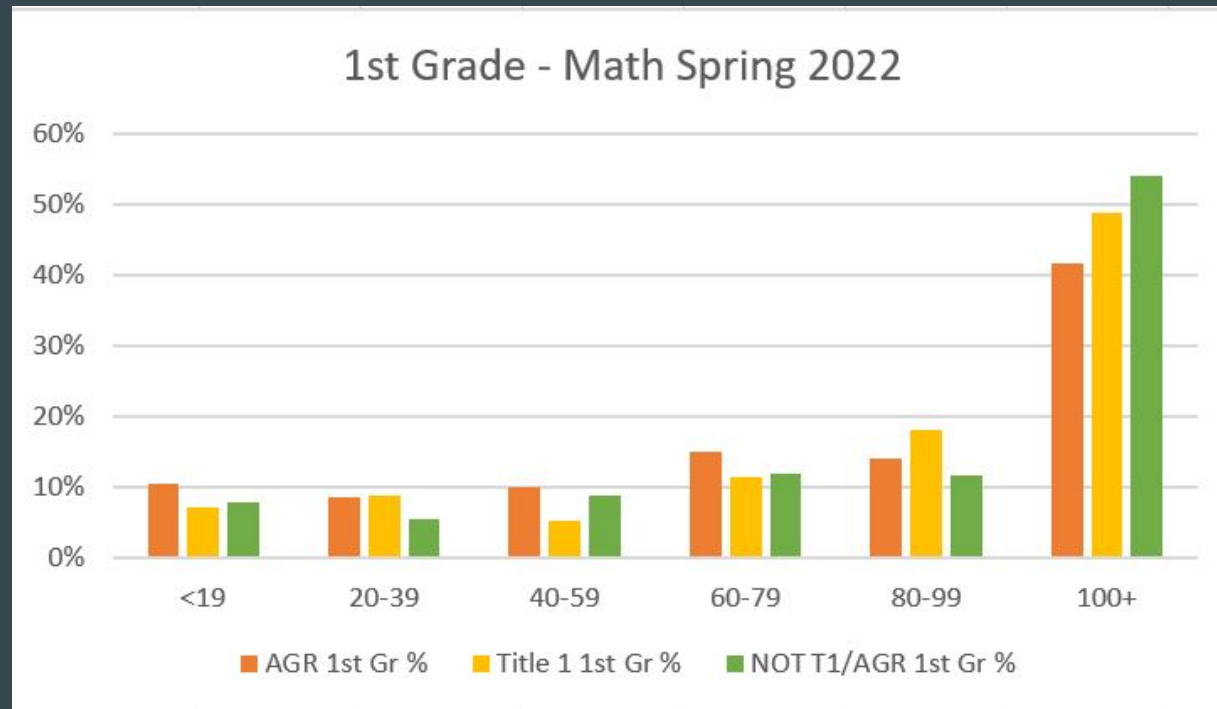
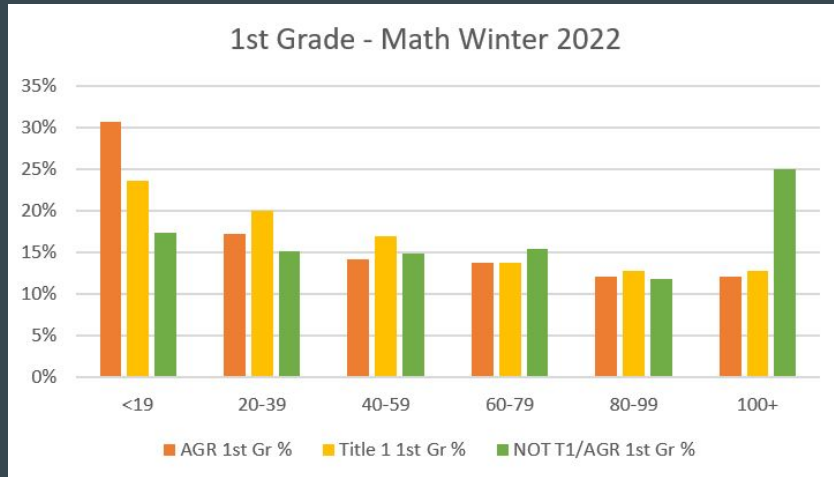
Kindergarten - MATH Winter 2022



Kindergarten - Math Spring 2022

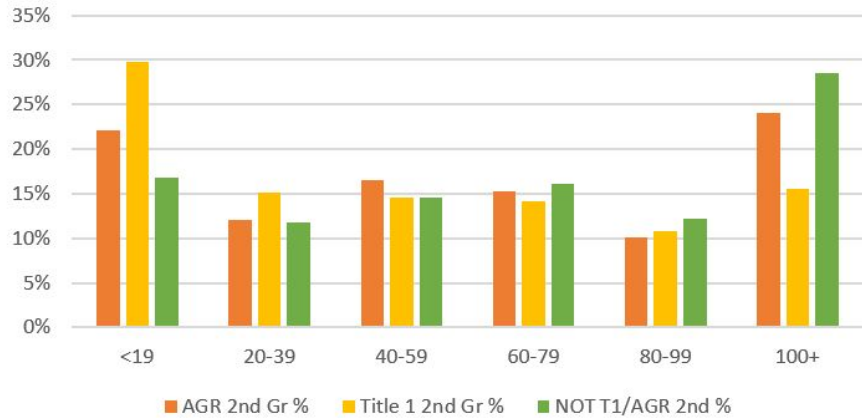


2021-2022: Grade 1 Mathematics

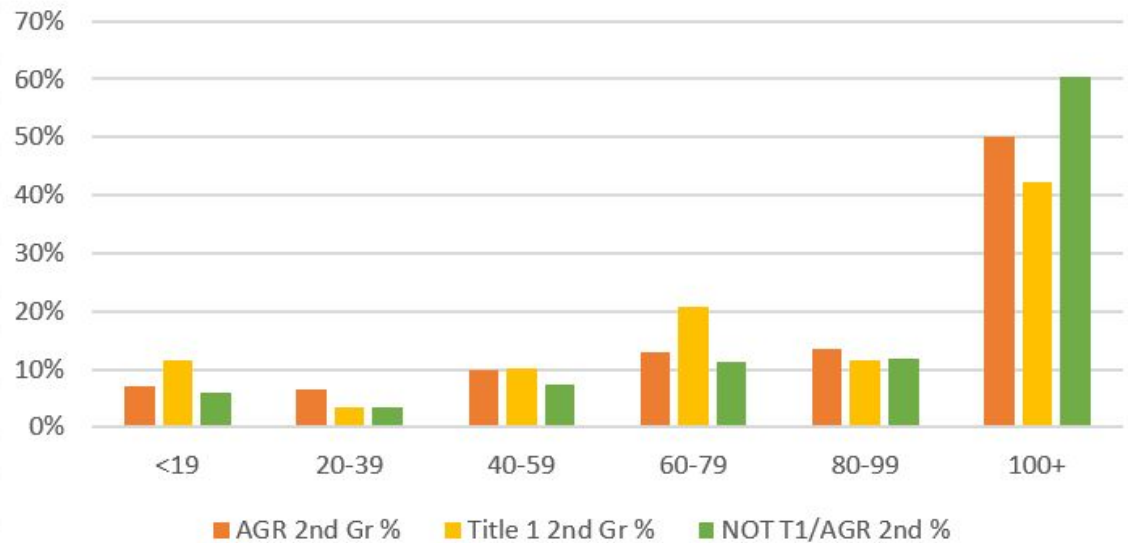


2021-2022: Grade 2 Mathematics

2nd Grade - Math 2022

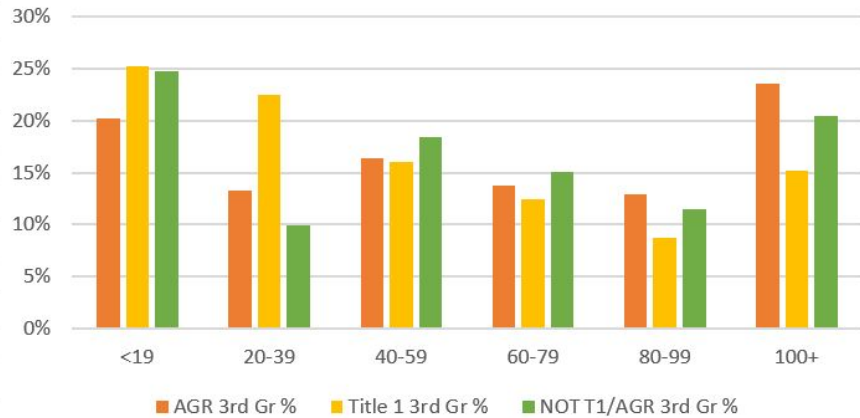


2nd Grade - Math Spring 2022

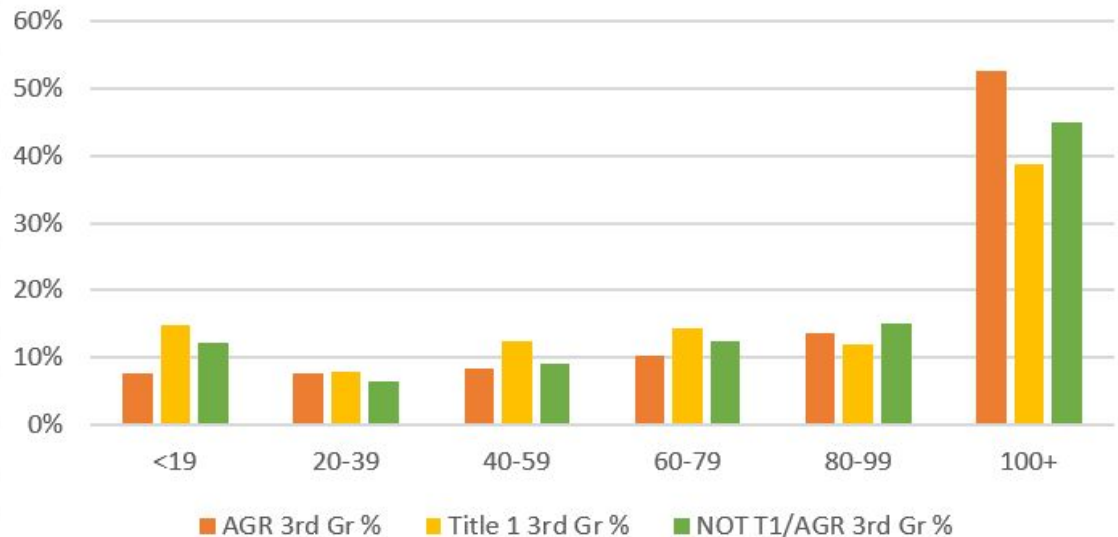


2021-2022: Grade 3 Mathematics

3rd Grade - Math Winter 2022



3rd Grade - Math Spring 2022



AGR Work Group

Action Planning - Next Steps

READING: Opportunities for Growth in K-1

What?

- **Grow reading foundational skills through phonological awareness work in K-1**

How?

- **Build oral language through Interactive Read Alouds- support vocabulary growth and build student discourse**
- **Focus on transfer with F & P Phonics Lessons into authentic reading and writing- incorporate small groups to address student needs**

AGR Work Group

Action Planning - Next Steps

READING: Opportunities for Growth in Gr. 2-3

What?

- **Focus on comprehension skills through explicit instruction in decoding, encoding and morphology**

How?

- **Fidelity of implementation in how the literacy block is being used with clear learning targets and student success criteria**
 - **Teacher Clarity instructional planning in our phonics scope and sequence using our F & P Literacy Continuum and F & P Word Work and Word Study as teacher planning resources**
- **Utilize our new F & P book resources with the students from our IRA and Shared Reading collections**

AGR Work Group

Action Planning - Next Steps

MATHEMATICS: Opportunities for Growth

What?

- **Geometry**

How?

- **Greater infusion of academic vocabulary - provide K-3 teachers with grade/ standard specific academic vocabulary.**
- **Consider ways academic vocabulary tied to Geometry can be included in school environments other than just math classroom. (i.e. art, gym, using shapes as line markers on the playground, etc.)**

AGR Work Group

Action Planning - Next Steps

MATHEMATICS: Opportunities for Growth

What?

- **Measurement and Data**

How?

- **K-3 Fidelity of Implementation**
- **Instructional Experiences to include**
 - **Number Line in each classroom**
 - **Use of Manipulatives**
 - **Daily Math Routines (number corner, number talk, calendar, meaningful discourse)**
 - **Math block management to allow for differentiated instruction**

2022-2023 AGR Performance Objectives

2022-2023 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their targeted growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%).
- We will increase the number of students scoring **at or above grade level in reading and mathematics** (*program level analysis*) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%).
- We will increase the number of students scoring **at or above grade level in reading and mathematics** (*cohort level analysis*) on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2022 to 1st Grade/2nd Grade/3rd Grade in 2023 (x% to x%).

Questions?

