

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](#)
- [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) | 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 | 75% of kindergarten students made the fall benchmark of knowing 5 letter sounds on the PALS assessment. | 80% of kindergarten students will attain the spring benchmark of knowing 21 letter sounds on the PALS assessment. | Formative and summative assessments include the optional winter PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics. | Class size reduction | Class sizes will be kept below 16 in order to provide lots of small group and 1:1 instruction in literacy. | 66% of students have attained the spring benchmark of knowing 21 letters sounds on the PALS assessment. | 81% of students have attained the spring benchmark of knowing 21 letter sounds on the PALS assessment. | Many measures were in place to create a safe environment for student to return to in person schooling including; masking, socially distancing, using barriers, and spending learning time outside. We started the year with approximately 22% of our students receiving fully virtual instruction and 78% receiving in-person instruction 4 days a week and virtual one day a week. This schedule greatly affected the number of minutes we had children physically in the building and the amount of instruction that could be provided. From November 9-December 4 all students were virtual due to a COVID-19 exposure. Throughout the year we had many virtual students return to in person learning. We ended the year with only 13% of students participating in fully virtual learning. |
| K | Math | 69% of students were proficient on the Fall Universal Screener for Number Sense. | 80% of kindergarten students will perform within proficient range on the end of year Universal Screener for Number Sense | Formative and summative assessments include the mid-year Universal Screener for Number Sense, along with daily checks and small group work within Math Expressions. | Class size reduction | Class sizes will be kept below 16 in order to provide lots of small group and 1:1 instruction in math. | 71% of students were proficient on the Mid-Year Universal Screener for Number Sense. | 69% of students were proficient on the Spring Universal Screener for Number Sense. | |