

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).
1	Reading	75% of students made the Fall benchmark for word recognition in isolation on the PALS assessment of recognizing 10 preprimer words.	80% of students will make the spring benchmark for word recognition in isolation on the PALS assessment of recognizing 15 first grade words.	Formative and summative assessments include the optional winter PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics and the Journeys curriculum.	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	18% of students have already achieved the spring benchmark for word recognition in isolation on the PALS assessment of recognizing 15 first grade words.	40% of students achieved the spring benchmark for word recognition in isolation on the PALS assessment of recognizing 15 first grade words.	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.
1	Math	74% of students were proficient on the Fall Universal Screener for Number Sense.	80% of students will be proficient 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 bi-weekly and unit assessments from within the Math Expressions curriculum and	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	84% of students were proficient on the Mid-Year Universal Screener for Number Sense.	63% of students were proficient on the Spring Universal Screener for Number Sense.	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.

				daily work on number development.				
2	Reading	18% of students were at grade level with a scaled score of 193 on the STAR reading assessment during the fall testing period.	75% of students will improve eighty (80) points within the scaled score of the STAR Reading assessment.	Formative and summative assessments include the STAR Reading assessment, along with bi-weekly quick checks and daily work in Journeys curriculum.	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	52% of students have improved at least forty (40) points within the scaled score of the STAR Reading assessment.	83% of students improved eighty (80) points within the scaled score of the STAR Reading assessment.
2	Math	36% of students were at grade level with a scaled score of 395 on the STAR Math assessment during the fall testing period.	75% of students will improve eighty (80) points within the scaled score of the STAR Math assessment.	Formative and summative assessments include the mid-year STAR math assessment, along with bi-weekly and unit assessments from within the Math Expressions curriculum.	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	77% of students have improved at least forty (40) points within the scaled score of the STAR Math assessment.	90% of students improved eighty (80) points within the scaled score of the STAR Math assessment
3	Reading	41% of students were at grade level with a scaled score of 325 on the STAR reading assessment during the fall testing period.	75% of students will improve eighty (80) points within the scaled score of the STAR Reading assessment.	Formative and summative assessments include the STAR Reading assessment, along with bi-weekly quick checks and daily work in Journeys curriculum.	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	62% of students have improved at least forty (40) points within the scaled score of the STAR Reading assessment.	53% of students improved eighty (80) points within the scaled score of the STAR Reading assessment.
3	Math	57% of students were at grade level with a scaled	75% of students will improve eighty (80)	Formative and summative assessments include the mid-	Class size reduction, one-to-one tutoring	Class size reduction and one-to-one tutoring will be utilized to attain our performance objective	63% of students have improved at least forty (40) points within the scaled score of the STAR Math assessment.	54% of students improved eighty (80) points within the scaled score of the STAR Math assessment

		score of 503 on the STAR Math assessment during the fall testing period.	points within the scaled score of the STAR Math assessment.	year STAR math assessment, along with bi-weekly and unit assessments from within the Math Expressions curriculum.		through the collaborative RtI process with tiered supports.			
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Source: [Wis. Stat. § 118.44\(4\)](#)