

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	76% 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 Fall, Winter, and Spring PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics.	Class size reduction and 1:1 tutoring	Having small class size will provide lots of instruction in small group. One to one tutoring will help build skills in our students that have the greatest needs.	60 of 69 kindergarten students have already met the spring benchmark of knowing 21 letter sounds on the PALS assessment. (87%)	97% of kindergarten students met or surpassed the spring benchmark of knowing 21 letter sounds on the PALS assessment.	Our school continues to deal with student absences due to illness. Teacher health is difficult because of a shortage of substitute teachers.
K	Math	68% of kindergarten 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 Fall, Mid-year, and Spring Universal Screener for Number Sense along with daily checks and small group	Class size reduction and 1:1 tutoring	Having small class size will provide lots of instruction in small group. One to one tutoring will help build skills in our students that have the greatest needs.	55 of 69 kindergarten students were proficient on the Mid-year Universal Screener for Number Sense. (80%)	82% of kindergarten students were proficient on the Spring Universal Screener for Number Sense.	

				work within our math curriculum.				
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Source: [Wis. Stat. § 118.44\(4\)](#)