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 – (e**xpected 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**	57% of first grade students made the Fall benchmark for word recognition in isolation on the PALS assessment of recognizing 10 pre-primer words.	80% of first grade students will make the spring benchmark of word recognition in isolation on the PALS assessment of recognizing 15 first grade words.	Formative and summative assessments include Fall, Winter, and Spring PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics and the Journeys curriculum.	One to one tutoring.	One to one tutoring will be utilized to attain our performance objective through the collaborative MLSS process with tiered supports.	13 of 56 first grade students have already surpassed the spring benchmark of word recognition in isolation on the PALS assessment of recognizing 15 first grade words. (23%)		Our school continues to deal with student absences due to illness. Teacher health is difficult because of a shortage of substitute teachers.
1	**Math**	52% of first grade students were proficient on the Fall Universal Screener for Number Sense.	80% of first grade students will be proficient on the Spring Universal Screener for Number Sense.	Formative and summative assessments include the Fall, Winter, and Spring Universal Screener for Number Sense	One to one tutoring.	One to one tutoring will be utilized to attain our performance objective through the collaborative MLSS process with tiered supports.	43 of 56 first grade students were proficient on the Mid-year Universal Screener for Number Sense. (76%)		

				along with bi-weekly and unit assessments from within the math curriculum and daily work on number sense.				
2	**Reading**	42% of second grade students were proficient with a scaled score of 870 on the STAR reading assessment during the fall testing period.	75% of second grade students will improve fifty (50) points within the scaled score of the STAR reading assessment.	Formative and summative assessments include the STAR reading assessment along with bi-weekly formative assessments and daily work from the reading curriculum.	Class size reduction	Having small class size will provide lots of instruction in small group. This differentiation will help meet all student's needs.	18 of 64 second grade students have improved fifty (50) points or more in scaled score on the STAR reading assessment. (28%)	
2	**Math**	53% of second grade students were proficient with a scaled score of 851 on the STAR math assessment during the fall testing period.	75% of second grade students will improve fifty (50) points within the scaled score of the STAR math assessment.	Formative and summative assessments include the STAR math assessment along with bi-weekly formative assessments and daily work from the math curriculum.	Class size reduction	Having small class size will provide lots of instruction in small group. This differentiation will help meet all student's needs.	25 of 64 second grade students have improved fifty (50) points or more in scaled score on the STAR math assessment. (39%)	
3	**Reading**	45% of third grade students were proficient	75% of third grade students will improve fifty	Formative and summative assessments include the	One to one tutoring and instructional coaching	One to one tutoring will be utilized to attain our performance	28 of 72 third grade students have improved fifty (50) points or more in scaled	

		with a scaled score of 939 on the STAR reading assessment during the fall testing period.	(50) points within the scaled score of the STAR reading assessment.	STAR reading assessment along with bi-weekly formative assessments and daily work from the reading curriculum.		objective through the collaborative MLSS process with tiered supports. Instructional coaching supports are also set up through this system of support.	score on the STAR reading assessment. (39%)		
3	**Math**	58% of third grade students were proficient with a scaled score of 851 on the STAR math assessment during the fall testing period.	75% of third grade students will improve fifty (50) points within the scaled score of the STAR math assessment.	Formative and summative assessments include the STAR math assessment along with bi-weekly formative assessments and daily work from the math curriculum.	One to one tutoring and instructional coaching	One to one tutoring will be utilized to attain our performance objective through the collaborative MLSS process with tiered supports. Instructional coaching supports are also set up through this system of support.	25 of 72 third grade students have improved fifty (50) points or more in scaled score on the STAR math assessment. (35%)		

Source: Wis. Stat. § 118.44(4)