

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 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)
1	Reading	26% (15/58) of Grade 1 students scored at or above grade level in Phonological Awareness as measured by the iReady Fall Diagnostic Assessment.	70% of Grade 1 students will score at or above grade level in Phonological Awareness as measured by the iReady Spring Diagnostic Assessment.	Formative and summative assessments include the iReady Diagnostic Assessment along with bi-weekly quick checks along with daily work in Heggerty and the Journeys curriculum.	One-to-one tutoring; Instructional Coaching	One-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports. Professional development and coaching are in place for teaching staff.	43% (26/60) of Grade 1 students scored at or above grade level in Phonological Awareness as measured by the iReady Winter Diagnostic Assessment.	
1	Math	9% (5/58) of Grade 1 students scored at or above grade level in Number and Operations as measured by	70% of Grade 1 students will score at or above grade level in Number and Operations as measured by the iReady	Formative and summative assessments include the iReady Diagnostic Assessment along with small group	One-to-one tutoring	One-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	36% (21/58) of Grade 1 students scored at or above grade level in Number and Operations as measured by the iReady Winter Diagnostic Assessment.	

		the iReady Fall Diagnostic Assessment.	Spring Diagnostic Assessment.	instruction in mathematics curriculum.				
2	Reading	37% (28/75) of Grade 2 students scored at or above grade level in Phonics as measured by the iReady Fall Diagnostic Assessment.	70% of Grade 2 students will score at or above grade level in Phonics as measured by the iReady Spring Diagnostic Assessment.	Formative and summative assessments include the iReady Diagnostic Assessment along with bi-weekly quick checks along with daily work in decoding and literacy curriculum.	One-to-one tutoring; Instructional Coaching	One-to-one tutoring will be utilized to attain our performance objective through the collaborative Rtl process with tiered supports. Professional development and coaching are in place for teaching staff.	54% (43/79) of Grade 2 students scored at or above grade level in Phonics as measured by the iReady Winter Diagnostic Assessment.	
2	Math	20% (15/75) of Grade 2 students scored at or above grade level in Number and Operations as measured by the iReady Fall Diagnostic Assessment.	70% of Grade 2 students scored at or above grade level in Number and Operations as measured by the iReady Spring Diagnostic Assessment.	Formative and summative assessments include the iReady Diagnostic Assessment along with small group instruction in mathematics curriculum.	One-to-one tutoring	One-to-one tutoring will be utilized to attain our performance objective through the collaborative Rtl process with tiered supports.	50% (40/80) of Grade 2 students scored at or above the grade level in Number and Operations as measured by the iReady Winter Diagnostic Assessment.	
3	Reading	34% (20/59) of Grade 3 students scored at or above grade level in Overall Comprehension as	70% of Grade 3 students will score at or above grade level in Overall Comprehension as	Formative and summative assessments include the iReady Diagnostic Assessment along with bi-	One-to-one tutoring; Instructional Coaching	One-to-one tutoring will be utilized to attain our performance objective through the collaborative Rtl process with tiered supports.	53% (33/62) of Grade 3 students scored at or above grade level in Overall Comprehension as measured by the iReady Winter Diagnostic Assessment.	

		on as measured by the iReady Fall Diagnostic Assessment.	measured by the iReady Spring Diagnostic Assessment.	weekly quick checks along with daily work in the Journeys curriculum.		Professional development and coaching are in place for teaching staff.		
3	Math	16% (9/58) of Grade 3 students scored at or above grade level in Number and Operations as measured by the iReady Fall Diagnostic Assessment.	70% of Grade 3 students scored at or above grade level in Number and Operations as measured by the iReady Fall Diagnostic Assessment.	Formative and summative assessments include the iReady Diagnostic Assessment along with instruction in mathematics curriculum.	One-to-one tutoring	One-to-one tutoring will be utilized to attain our performance objective through the collaborative RtI process with tiered supports.	44% (27/61) of Grade 3 students scored at or above grade level in Number and Operations as measured by the iReady Winter Diagnostic Assessment.	

Source: [Wis. Stat. § 118.44\(4\)](#)