

**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	<b>Reading</b>	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.			
1	<b>Math</b>	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 Mat Expressions curriculum and daily work on	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.			

				number development.				
<b>2</b>	<b>Reading</b>	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 Rtl process with tiered supports.		
<b>2</b>	<b>Math</b>	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 Mat 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 Rtl process with tiered supports.		
<b>3</b>	<b>Reading</b>	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 Rtl process with tiered supports.		
<b>3</b>	<b>Math</b>	57% of students were at grade level with a scaled score of 503 on the STAR	75% of students will improve eighty (80) points within the scaled	Formative and summative assessments include the mid-year STAR math assessment,	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 Rtl		

		Math assessment during the fall testing period.	score of the STAR Math assessment.	along with bi-weekly and unit assessments from within the Mat Expressions curriculum.		process with tiered supports.			
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Source: [Wis. Stat. § 118.44\(4\)](#)