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)
K	Reading	In the beginning of the year, students were assessed using the Hearing and Recording Sounds in Words (HRSIW) assessment. This assessment served as a baseline to guide instruction as well as documentation of progress in knowledge of letters, letter sounds, phonological awareness as well as other concepts of	80% of our kindergarten students will be able to correctly hear and record 33 of 37 possible sounds in the spring HRSIW assessment.	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: letter name & sound assessments; Fastbridge assessments; Fountas & Pinnell phonics daily work & formative assessments, Units of Study daily work and observation.	Class size reduction and instructional coaching	Having class size reduction and instructional coaching will allow educators the ability to more effectively observe and assess the needs and growth of individual students in order to effectively instruct to the needs of the whole group, small groups, and the individual.	**Mid-Year Data:** 35% of 66 5K students have already met the year-end goal of correctly hearing and recording 33 of 37 possible sounds in the HRSIW assessment. Of the remaining students who have not yet met the goal, 29% are making sufficient progress toward that year-end goal. 36% are not yet making sufficient progress at this time. *Note 66 of 67 5K students were assessed at this time. 1 student has not yet taken the assessment.	

		writing including directionality, concept of word, and word boundaries.					
K	Math	In the beginning of the year, students were assessed using the AVMR fall math number sense screener. Areas/categories assessed were number word sequence, number ID, addition/subtraction, and structuring number.	80% of our kindergarten students will perform at a proficient level as assessed by the AVMR spring number sense screener.	Students will have both formative and summative assessments throughout the year which will include, but are not limited to: anecdotal records, math skill assessments (i.e. # ID, counting, writing #s), Bridges checkpoints/ assessments, daily written work and home connections.	Class size reduction and instructional coaching	Having class size reduction and instructional coaching will allow educators the ability to more effectively observe and assess the needs and growth of individual students in order to effectively instruct to the needs of the whole group, small groups, and the individual.	**Mid-Year Data:** 67% of 67 5K students scored at the proficient level on the winter AVMR kindergarten math number sense screener. 28% of 67 5K students scored at the basic level on the winter AVMR kindergarten math number sense screener. 3% of 67 5K students scored at the below basic level on the winter AVMR kindergarten math number sense screener.	
1	Reading	In September of 2023, students were assessed on the spelling inventory assessment. We used this data as our baseline for instruction.	Using the Primary Spelling Inventory for assessment, by the winter of 2024, 85% of students will have met the goal of 28/60 points; in the spring 44/60.	Students will have both formative and summative assessments throughout the school year which will include: weekly observations, Fastbridge, phonics assessments, making words, and the Primary Spelling	Students receive levelized instruction during WIN (What I Need) time. We also have reading interventionists working with students in small groups to support continued growth.	The 1st Grade teachers and interventionists are trying to best meet the needs of the students through WIN groups. Classroom teachers are also using small, guided reading groups. All groups are flexible and change according to students' needs.	**Winter scores:** Students who met or exceed expectations: 82% Students who do not meet expectations: 18%	

				Inventory Assessment				
1	**Math**	A baseline instructional level will be recorded after fall I-Ready diagnostic testing in September.	Fall 2023 students took the assessment to give us their baseline math score. **By the spring of 2024, 70% of students will have reached their targeted growth goal.**	Students will have both formative and summative assessments throughout the year which will include, but are not limited to: daily work, rocket math, lesson quizzes, number corner assessments, I-Ready assignments, unit assessments, and the I-Ready diagnostic test.	Math interventionists work with students that need additional support, small group lessons, peer-to-peer work, whole group lessons, reviewing old lessons.	WIN allows a small allotment of time for students to work on their I-Ready pathways, which addresses their individual skills/needs.	Winter Scores: Students who have met their targeted growth goal: 33/82 - 40% Students who have not met their targeted growth goal: 49/82 - 60%	
2	**Reading**	A baseline instructional reading level will be recorded after fall Fountas & Pinnell testing in September.	F + P Reading **Levels K or above** will be expected to **gain 2 reading levels** of growth. **Levels J or below** will be expected to **gain 3 reading levels** of growth. Students with an IEP or special needs will have	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: anecdotal records, running records, observation, and Fountas & Pinnell Benchmark	Students receive levelized instruction during WIN (What I Need) time. We also have reading interventionists working with students to support continued growth.	The 2nd Grade teachers and interventionists are trying to best meet the needs of the students through WIN groups. Classroom teachers are also using small, guided reading groups. All groups are flexible and change according to students' needs.	F + P Reading **Levels K or above** will be expected to **gain 2 reading levels** of growth. Number of students in this range: 13/16 **Levels J or below** will be expected to **gain 3 reading levels** of growth. Number of students in this range: 36/56	

		individualized growth goals.	Assessment System.				
2	Math	A baseline instructional math level will be recorded after fall iReady Diagnostic testing in September.	**iReady Score of 428 or above** will be expected to **gain 15 points.** **iReady Score of 427 or under** will be expected to **gain 20 points.** Students with an IEP or special needs will have individualized growth goals.	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: lesson quizzes, mid-unit assessments, unit assessments, and observations.	Having class size reduction and instructional coaching will allow educators to have further training and ability to more thoroughly observe and assess the needs of individual students in order to differentiate instruction for the whole group, small groups and individual needs.	Properly meeting every child's specific academic deficits and strengths will in turn reduce the achievement gap between students within the grade level. Thus, every child should be able to meet or exceed their growth goal.	**iReady Score of 428 or above** will be expected to **gain 15 points.** Number of students in this range: **0 out of 1 students have met this goal** **iReady Score of 427 or under** will be expected to **gain 20 points.** Number of students in this range: **19 out of 74 students met this goal** *1 student on individual growth plan (not included in total)	
3	Reading	A baseline instructional reading level will be recorded after fall F&P testing in September.	By the spring of 2024, students who do not meet expectations (<L) will grow 3 levels. Students approaching expectations (L) will grow 2 levels. Students meeting or exceeding expectations (M-N+) will	Students will have both formative and summative assessments throughout the school year which will include: weekly observations, further Fountas and Pinnell Benchmark assessments, and Fastbridge.	Students receive levelized instruction during WIN (What I Need) time. We also have reading interventionists working with students to support continued growth.	The 3rd Grade teachers and interventionists are trying to best meet the needs of the students through WIN groups. Classroom teachers are also using small, guided reading groups. All groups are flexible and change according to students' needs.	**Students continuing to meet or exceed expectations (M-N+)** On track: **51 out of 51** **Students approaching expectations will grow 2 levels by Spring (L)** On track: **6 out of 6** **Students who do not meet expectations (<L) will grow 3 levels.** On track: **8 out of 19**	

		continue to meet/exceed expectations.					
3	**Math**	A baseline instructional level will be recorded after fall iReady diagnostic testing in September.	Students who have iReady scores of *early on* grade level or *at* third grade level will be expected to gain 15 points. Students who score at the 2nd grade level will be expected to gain at least 20 points. Students who score at first grade level or lower will be expected to gain at least 25 points.	Students will have both formative and summative assessments throughout the year which will include, but are not limited to: daily work, lesson quizzes, unit assessments, and the iReady Diagnostic test.	Instructional coaching has been used to mentor/support the new 3rd grade teacher. The math interventionist works with students with the most intensive needs, below grade level.	WIN allows for further review of math skills plus time for students to work on their iReady pathways, which addresses their individual skills/needs. Fluency Flight is another computer program that students use to build math fluency.	Fall Scores: Early/Mid 3rd grade: **3 out of 12** students are on track to meeting their goal. 2nd grade level: **19 out of 36** students are on track to meeting their goal. 1st grade or lower: **17 out of 24** students are on track to meeting their goal.	

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