

## ACHIEVEMENT GAP REDUCTION (AGR) DATAKEEPING 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 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:   |  |
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| 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 | 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. | Instructional coaching - In January, kindergarten was able to begin having an interventionist push in for literacy during our allotted WIN time. | This 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. | <p><b>Mid-Year Data:</b><br/>10% of 89 5K students have already met the year-end goal of correctly hearing and recording 33 of 37 possible sounds in the HRSIW assessment.</p> <p>Of the remaining students who have not yet met the goal, 53% are making sufficient progress toward that year-end goal.</p> <p>31% are not yet making sufficient progress at this time.</p> <p>Note 2 students have not yet completed the mid-year HRSIW due to absences.</p> | <p><b>Spring Data:</b><br/>60% of 87 5K students have met the year-end goal of correctly hearing and recording 33 of 37 possible sounds in the HRSIW assessment.</p> <p>In doing some further research about the HRSIW assessment and using the scoring for evaluative purposes, we consulted our district reading specialist who also has a Reading Recovery background. The HRSIW is one of the assessment tools used in Reading Recovery to assess students' phonemic awareness, which is an important goal in kindergarten, along with what it tells us about students' understandings of concepts of print and letter formation. In our research, we learned about the stanines used for scoring in Reading Recovery. A child in stanines range 4-6 "should find himself able to participate in the average classroom activities". (Marie Clay, <u>An Observation Survey of Early Literacy Achievement</u>, 126). A child in stanines range 7-9 "is probably eager to reach out to more complex or challenging tasks". (same reference as above). We have chosen 33 of 37 because it is the middle score of stanines 4-6 for ages 6.01-6.50 years (thinking ahead to the fall for first grade readiness). That being said, for our students leaving kindergarten, one could look at</p> |

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|          |             | well as other concepts of writing including directionality, concept of word, and word boundaries.   |  |   |                        |  |   | <p>the stanines for ages 5.51-6.00 years, considering spring/summer birthdays. The middle score for stanines 4-6 for this age range would be 25 of 37 sounds.</p> <p><b>For ages 5.51-6.00:</b><br/>         With stanines 4-6 representing being “able to participate in average classroom activities”: 70 out of 87 5K students could correctly hear and record at least 25 of 37 sounds on the HRSIW assessment. <b>That is 80% of our students.</b></p> <p>With stanines 7-9 representing “probably eager to reach out to more complex or challenging tasks”, the score range for those stanines is 34-37.<br/>         41 of our 87 5K students could correctly hear and record at least 34 of 37 sounds on the HRSIW assessment. <b>That is 47% of our students.</b></p> <p>For next year, we do want to have more of our students reach our original goal to ensure more of our students are ready for first grade in the fall. We will dedicate one of our professional days over the summer to work with our reading department to look at the scope/sequence of our phonics instruction, fuse the learning from our recent book study with <u>Shifting the Balance</u> to incorporate further reading research into our phonics instruction, and discuss further ideas for how we can integrate phonics/phonological awareness instruction into our writing instruction.</p> |
| <b>K</b> | <b>Math</b> | <p><b>Fall baseline data</b> for noted math skills – <b>Identify #s 1-20</b> – 28% of 88 5K students had already met this year - end goal, with 51% also making sufficient progress</p> | <p>A baseline assessment (district created) will be taken in the fall to assess kindergarten students’ knowledge of #1-20 and their ability to rote count to 100. By the end of the school year,</p> | <p>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),</p> | Instructional coaching | <p>This 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.</p> | <p><b>Mid-Year data</b> for noted math skills – <b>Identify #1-20</b> – 57% of 89 5K students have now met this year-end goal, with 21% also making sufficient progress toward the goal<br/> <b>Write #1 – 20</b> – 65% of 89 5K students have now met this year-end goal, with 17% also making sufficient progress<br/> <b>Rote count to 100</b> – 62% of 89 5K students have now met this year-end goal, with</p> | <p><b>Spring data</b> for noted math skills – <b>Identify #1-20</b> – 83% of our 87 5K students have met the year-end goal.</p> <p><b>Write #1-20</b> – 85% of our 87 5K students have met the year-end goal.</p> <p><b>Rote count to 100</b> – 79% of our 87 5K students have met the year-end goal.</p>  |

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|   |         | toward the goal<br><b>Write #s1-20 – 16%</b> of 88 5K students had already met this year-end goal, with 48% also making sufficient progress<br><b>Rote count to 100 – 16%</b> of 88 5K had already met this year-end goal, with 52% also making sufficient progress | 80% of kindergarten students will be able to correctly identify and write #s 1-20 and rote count to 100  | Bridges curriculum assessments and checkpoints, daily written work and homework.   |  |  | 9% also making sufficient progress toward the goal  | (Please note 2 students moved out of the district since the mid-year assessment.)  |
| 1 | Reading | In September of 2022, students were assessed on the spelling inventory assessment. We used this data at our baseline for instruction.   | Fall 2022, students should have received 20 out of 60 points on their Primary Spelling Inventory assessment<br>By the spring of 2023, 85% of students will score a 50 out of 60 points on the Primary Spelling | 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 Inventory Assessment | Students receive leveled 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. | <b>Fall scores: (20/60 points)</b><br>Students who meet or exceed expectations: 46%<br>Students who do not meet expectations: 54%<br><b>Winter scores: (35/60 points)</b><br>Students who met or exceed expectations: 50%<br>Students who do not meet expectations: 50% | <b>Spring scores: (50/60 points)</b><br>Students who meet or exceed expectations: 24%<br>Students who do not meet expectations: 76%<br>After reviewing this data with our reading interventionists, we have determined that the following criteria in the Primary Spelling Directory does not directly align with Wisconsin State Standards for first grade. Despite the fact that some of our students did not meet the targeted goal, we do feel that our students understand the spelling patterns that we teach in first grade. For example, one of the words students were asked to spell was "wait." Many students spelled it "wate." We teach our students that if they use the silent e, it makes the vowel that comes before, say it's name. The assessment scoring key for the Primary Spelling Inventory does give students credit for spelling words phonetically. Many of the points students lost were in the long vowel patterns category |

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|   |         |   | Inventory assessment.  |   |  |   |  | because students chose the wrong vowel team, even though phonetically, their selection made sense.<br><br>Steps for next year: We plan to dedicate one of our summer planning days to look at our overall phonics program and phonics assessments. We want to dive into the standards and make sure that all of our instruction and assessments align with the standards. We also plan to work with the reading interventionists to make sure that we are providing our students with the most up to date and effective phonics instruction. Additionally, we are looking into incorporating Heggerty into our phonics instruction. We have started implementing these lessons into some of our WIN groups, and feel that all of our students would benefit from receiving these lessons. |
| 1 | Math    | A baseline instructional level will be recorded after fall I-Ready diagnostic testing in September. | Fall 2022 students took the assessment to give us their baseline math score. <b>By the spring of 2023, 70% of students will have reached their targeted growth goal.</b> | 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:<br><br>Students who have met their targeted growth goal: 36%<br><br>Students who have not met their targeted growth goal: 64% | Spring Scores:<br><br>Students who have met their targeted growth goal: 88%<br><br>Students who have not met their targeted growth goal: 12%<br><br>This year, we increased the amount of time our students spent working on fact fluency. Additionally, this is our second year implementing Number Corner in our classrooms. As a team, we felt stronger in our math instruction this year, and we are very pleased with our iReady diagnostic results.   |
| 2 | Reading | A baseline instructional reading level will be recorded after fall                                  | F + P Reading <b>Levels K or above</b> will be expected to <b>gain 2 reading</b>   | Students will have both formative and summative assessments   | Having class size reduction and instructional coaching will allow educators to have further training and   | Properly meeting every child's specific academic deficits and strengths will in turn reduce the                                     | F + P Reading <b>Levels K or above</b> will be expected to <b>gain 2 reading levels</b> of growth.   | F+ P Reading <b>Levels K or above</b> will be expected to <b>gain 2 reading levels</b> of growth and <b>Levels J or below</b> will be expected to <b>gain 3 reading levels</b> of growth.<br><br>Students that have met the expectation:  |

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|   |         | Fountas & Pinnell testing in September.   | <p><b>levels of growth.</b></p> <p><b>Levels J or below</b> will be expected to <b>gain 3 reading levels of growth.</b></p> <p>Students with an IEP or special needs will have individualized growth goals.</p>   | throughout the school year which will include, but are not limited to: anecdotal records, running records, observation, and Fountas & Pinnell Benchmark Assessment System.                                   | 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.  | achievement gap between students within the grade level. Thus, every child should be able to meet or exceed their growth goal.   | <p>Number of students in this range: <b>20 out of 21</b></p> <p><b>Levels J or below</b> will be expected to <b>gain 3 reading levels of growth.</b></p> <p>Number of students in this range: <b>38 out of 52</b></p>  | <b>50 out of 55</b>  |
| 2 | Math    | A baseline instructional math level will be recorded after fall iReady Diagnostic testing in September. | <p><b>iReady Score of 428 or above</b> will be expected to <b>gain 15 points.</b></p> <p><b>iReady Score of 427 or under</b> will be expected to <b>gain 20 points.</b></p> <p>Students with an IEP or special needs will have individualized growth goals.</p> | 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. | <p><b>iReady Score of 428 or above</b> will be expected to <b>gain 15 points.</b></p> <p>Number of students in this range: <b>3 out of 6 students have met this goal</b></p> <p><b>iReady Score of 427 or under</b> will be expected to <b>gain 20 points.</b></p> <p>Number of students in this range: <b>37 out of 67 students met this goal</b></p> | <p><b>iReady Score of 428 or above</b> will be expected to <b>gain 15 points</b> and <b>iReady Score of 427 or under</b> will be expected to <b>gain 20 points.</b></p> <p><b>Students that have met the expectation: 45 out of 55</b></p> |
| 3 | Reading | A baseline instructional reading level will be recorded after fall F&P                                  | Students who meet or exceed expectations will continue to meet or exceed  | Students will have both formative and summative assessments throughout the school year   | A WIN (What I Need) time has been incorporated into the 3rd grade schedule this year. Third grade teachers, along with interventionists,  | The 3rd Grade teachers and interventionists are trying to best meet the needs of the students through WIN groups.  | <p>Fall scores:</p> <p>Students who meet or exceed expectations: 58 in the fall<br/>52 meeting the goal in winter</p> <p>Students who are approaching expectations: 14 in the fall</p>   | <p>Students who meet or exceed expectations: 55/58</p> <p>Students who are approaching expectations: 13/14</p> <p>Students who do not meet expectations: 14/18</p>   |

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|   |      | testing in September.   | expectations. Students who are approaching expectations will grow at least two levels. Students who do not meet expectations will grow at least three levels.   | which will include: weekly observations, Fastbridge, and Fountas and Pinnell Benchmark Assessments.  | group students according to the needs of the individual. These groups are flexible and changed as the needs of the students change.   | Classroom teachers are also using small, guided reading groups. All groups are flexible and change according to students' needs.  | 13 already met their goal in the winter<br>Students who do not meet expectations: 18 in the fall<br>5 already met their goal in the winter  |   |
| 3 | Math | A baseline instructional level will be recorded after fall I-Ready diagnostic testing in September. | Students who have an I-Ready score of <i>early on</i> grade level or <i>at</i> third grade level will be expected to gain 15 points. Students who score one grade <i>below</i> grade level will be expected to gain at least 25 points, Students who score <i>two grade levels below</i> grade level will be expected to gain at least 30 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 I-Ready diagnostic test. | Instructional coaching has been used to mentor/support the new 3rd grade teacher.<br><br>The math interventionist works with students with the most intensive needs, below grade level. | WIN also allows a small allotment of time for students to work on their I-Ready pathways, which addresses their individual skills/needs. Reflex math is another computer program that students use to build math fluency. | Fall Scores:<br>Mid or above/Early on grade level: 9 students<br>All are on track to meeting the goal.<br><br>One level below: 60 students<br>18 on track to meeting their goal.<br><br>Two or more grade levels below: 21 students<br>8 students are on track to meeting their goal. | Spring Scores:<br>Mid or above/Early on grade level: 8/9 met the goal.<br><br>One level below: 32/60 met the goal.<br><br>One student moved.<br>5/20 students met their goal. |