

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).
K	Reading	Fall baseline data from the PALS assessment – 77% of our 82 5K students met the summed score fall state benchmark.	Students’ baseline scores from the state PALS (Phonological Awareness Literacy Screening) assessment will be recorded after the state testing window in October. Areas assessed are letter name and sound identification, rhyming and beginning sound awareness, spelling CVC	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: anecdotal records, literacy skills assessments (i.e. letters/sounds, rhyming), HSIW assessments, running records, and the Fountas & Pinnell Benchmark Assessment System.	Instructional Coaching	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.	Mid-Year from the PALS assessment – 82% of our 82 5K students met the summed score mid-year state benchmark.	89% of our 81 5K students met the summed score spring state benchmark. (Please note 1 student moved from the district since the mid-year assessment.)	<p>We started out the year with face mask being optional and close contact tracing based on information from the county health department supplied to the school. We had a number of classroom quarantines happen during the school year September to the Christmas Break.</p> <p>The school board changed their protocols starting in January. The school would not be responsible for close contact tracing and we stopped quarantining classrooms. This has helped to keep students in school for face to face instruction.</p> <p>We are still experiencing some academic and behavioral issues with our students resulting from the pandemic but we continue to work to strengthen these identified weaknesses resulting from the pandemic.</p>

			words, and concept of word. 80% of our kindergarten students will achieve the state benchmarks as assessed by the spring PALS assessment.						
K	Math	<b>Fall baseline data</b> for noted math skills – <b>Identify #s 1-20</b> – 35% of 82 5K students had already met this year-end goal, with 43% also making sufficient progress toward the goal <b>Write #s1-20</b> – 11% of 82 5K students had already met this year-end goal, with 49% also making sufficient progress <b>Rote count to 100</b> – 17% of 82 5K had already met this year-end	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, 80% of kindergarten students will be able to correctly identify and write #s 1-20 and rote count to 100	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 curriculum assessments and checkpoints, daily written work and homework.	Instructional Coaching	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.	<b>Mid-Year data</b> for noted math skills – <b>Identify #1-20</b> – 71% of 82 5K students have now met this year-end goal, with 16% also making sufficient progress toward the goal <b>Write #1 – 20</b> – 72% of 82 5K students have now met this year-end goal, with 21% also making sufficient progress <b>Rote count to 100</b> –60% of 82 5K students have now met this year-end goal, with 11% also making sufficient progress toward the goal	<b>Spring data</b> for noted math skills – <b>Identify #1-20</b> – 83% of our 81 5K students have met the year-end goal.  <b>Write #1-20</b> – 93% of our 81 5K students have met the year-end goal.  <b>Rote count to 100</b> – 79% of our 81 5K students have met the year-end goal.  (Please note 1 student moved out of the district since the mid-year assessment.)	

		goal, with 37% also making sufficient progress							
1	Reading	<p>All first graders were assessed on high frequency sight word knowledge.</p> <p>These results are from September of 2021:</p> <p>8% of the students met or exceeded the first grade benchmark.</p>	<p>Our goal for the 2021-2022 school year is to have 80 percent of first graders meet or exceed the benchmark of reading and spelling 80 percent of sight words.</p>	<p>Students will have both formative and summative assessments throughout the school year which include, but are not limited to: running records, observations and Hearing Sounds in Words Assessment.</p>	Instructional Coaching	<p>Having instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals.</p>	<p>All first graders were assessed using the High Frequency Sight Words Assessment.</p> <p>These results are from February of 2022:</p> <p>57% of first grade students met or exceeded the first grade benchmark.</p> <p>With both whole group and small group instruction and intervention, as well as four more months of instruction to go, we feel confident that we will meet our goal.</p>	<p>All first graders were assessed using the High Frequency Sight Words assessment. These are the results from May of 2022:</p> <p>Meets or Exceeds Expectations-69%</p> <p>Does Not Meet Expectations-31%</p> <p>We used whole group and small group instruction and intervention to support students in achieving our goal. Unfortunately, we did not have 80% of our students receive an 80% or higher on the high frequency words assessment. Our team has already started meeting as a grade level, and with our reading interventionists, to come up with a plan for improving our high frequency word instruction for next year. We also met to look for patterns in the high frequency words that were spelled incorrectly to see if there was a type of word (for example, wh-words) that we want to spend more time focusing on next year.</p> <p>Additionally, this school year was a challenge with this specific group of</p>	

								students, as they have missed part of 4K and Kindergarten due to COVID. Typically, we begin high frequency word instruction in early September, however, this year we were unable to start teaching high frequency words until October. This is because many of our students came into first grade not knowing letters, letter sounds, and social skills. We had to change our typical instructional styles to meet the needs of the students as they came into our classrooms.	
1	Math	<p>All first graders were assessed using the iReady assessment. These are the results from September of 2021:</p> <p>Meets or Exceeds Expectations -4%</p> <p>Does Not Meet</p>	<p>Our goal for the 2021-2022 school year is to have 60% of first graders meet or exceed expectations.</p> <p>At the beginning of the year 96% are not meeting or exceeding expectations.</p>	<p>Students will have both formative and summative assessments throughout the school year which include, but are not limited to: unit quizzes, observations, &amp; end of unit assessments.</p>	Instructional Coaching	<p>Instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals.</p>	<p>All first graders were assessed using the iReady assessment. These are the results from January of 2022:</p> <p>Meets or Exceeds Expectations-40%</p> <p>Does Not Meet Expectations-60%</p> <p>Therefore, we have already seen a 36% increase in students who are meeting or exceeding the first grade midyear benchmark. We feel confident with these great numbers that we will also meet our math goal by the end of the school year.</p>	<p>All first graders were assessed using the iReady assessment. These are the results from May of 2022:</p> <p>Meets or Exceeds Expectations - 58%</p> <p>Does Not Meet Expectations - 42%</p> <p>We used whole group and small group instruction and intervention to support students in achieving our goal. Our students narrowly missed the goal of having 60% at or above grade level. That being said, as a first grade team, we still feel pleased with the growth that our students have made this year. In September, we had three students that were performing at grade</p>	

		Expectations -96%						<p>level. We believe that the learning gap in math was a result of our students missing part of 4K and kindergarten due to COVID.</p> <p>Moving forward, we have made plans to provide our incoming group of first graders with more lessons in fact fluency. We will also work with our math interventionists to identify students needing additional support in math right away in the fall.</p>	
2	Reading	<p>A baseline instructional reading level will be recorded after fall Fountas Pinnell testing in September.</p>	<p>F&amp;P Reading Levels K or above will be expected to gain 2 reading levels of growth.</p> <p>Levels J or below will be expected to gain 3 reading levels of growth.</p> <p>Students with an IEP or special needs will have individualized growth goals.</p>	<p>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 &amp; Pinnell Benchmark Assessment System.</p>	<p>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.</p>	<p>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>	<p>F&amp;P Reading Levels K or above will be expected to gain 2 reading levels of growth.</p> <p>Number of student in this range: 46</p> <p>Levels J or below will be expected to gain 3 reading levels of growth.</p> <p>Number of students in this range: 34</p>	<p>F + P Reading <b>Levels K or above</b> will be expected to <b>gain 2 reading levels</b> of growth.</p> <p><b>Levels J or below</b> will be expected to <b>gain 3 reading levels</b> of growth.</p> <p>Total students that met the goal: <b>74</b> Total students (84) 88% of students met the reading goal</p>	
2	Math	<p>A baseline instructional level will be recorded after fall iReady Diagnostic testing in September.</p>	<p>iReady Score of 428 or above will be expected to gain 15 points.</p>	<p>Students will have both formative and summative assessments throughout the school year</p>	<p>Instructional Coaching will allow educators to have further training and ability to more thoroughly observe and assess the needs of individual students</p>	<p>Properly meeting every child's specific academic deficits and strengths will in turn reduce the achievement gap between students</p>	<p>iReady Score 428 or above will be expected to gain 15 points.</p> <p>Number of students in this range: 14</p>	<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>iReady Score of 427 or under will be expected to gain 20 points.</p> <p>Students with an IEP or Special needs will have individualized growth goals.</p>	<p>which will include, but are not limited to: lesson quizzes, mid-unit assessments and observations.</p>	<p>in order to differentiate instruction for the whole group, small groups and individual needs.</p>	<p>within the grade level. Thus, every child should be able to reach their growth potential.</p>	<p>iReady Score 427 or under will be expected to gain 20 points.</p> <p>Number of students in this range: 70</p>	<p>Total number of students that met the goal:<b>56</b></p> <p>Total students (84)</p> <p>67% of students met the math goal</p>	
3	Reading	<p>A baseline instructional reading level will be recorded after fall Fountas Pinnell testing in September.</p>	<p>Students who meet or exceed expectations will continue to meet or exceed expectations. Students who are approaching expectations will grow at least 2 levels. Students who do not meet expectations will grow at least 3 levels.</p>	<p>Students will have both formative and summative assessments throughout the school year which will include: Fastbridge assessment, observation, and Fountas &amp; Pinnell Benchmark Assessment System.</p>	<p>Some students are pulled for Title 1 reading intervention. Instructional coaching is not being offered for 3rd grade at this time.</p>	<p>The 3rd grade teachers are trying to best meet the needs of the students through small guided reading groups.</p>	<p>Students who meet or exceed expectations: 34 (34 in Sept.)</p> <p>Students who are approaching expectations: 11(19 in Sept.)</p> <p>Students who do not meet expectations: 12 (20 in Sept.)</p>	<p>Students who meet or exceed expectations: 56</p> <p>Students who are approaching expectations: 7</p> <p>Students who do not meet expectations: 8</p>	
3	Math	<p>A baseline instructional level will be recorded after fall i-Ready Diagnostic testing in September.</p>	<p>iReady Score of Early on grade level or above 3rd grade level will be expected to gain 15 points.</p> <p>iReady Score of Below grade level will be</p>	<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</p>	<p>Instructional coaching has been inconsistent this year due to the substitute shortage and unavailability of our grade level instructional coach.</p>	<p>When used consistently the instructional coaching individualizes student needs.</p>	<p>Students with an i-Ready Score of Early on grade level or above will be expected to gain 15 points: 18 (7 in Sept.)</p> <p>Students with an i-Ready Score of Below grade level will be expected to gain 15 points: 55 (65 in Sept.)</p>	<p>Students with an i-Ready Score of Early on grade level or above will be expected to gain 15 points: 5</p> <p>Students with an i-Ready Score of Below grade level will be expected to gain 15 points: 52</p>	

			expected to gain 15 points.  Students with an IEP or Special needs will have individualized growth goals.	and observations.					
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Source: [Wis. Stat. § 118.44\(4\)](#)