

**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 what happened after your school closed—your school’s overall experience of and response to the COVID-19 crisis)
K	Reading	In September of 2025, <b>88.5%</b> of K students’ composite scores were at or above benchmark (26% tile or higher according to aimsWeb Early Literacy screener.)	By the Spring of 2026, <b>50%</b> of K students will perform at or above benchmark (26% tile or higher according to aimsWeb Early Literacy screener. Composite Score.)	aimsWeb, Wonders, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction and instructional coaching will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	23/26 students proficient 88.5%		
K	Math	In September of 2025, Kindergarten students’ composite scores were <b>61.5%</b> proficient on aimsWeb Early Numeracy screening.	By the Spring of 2026, <b>75%</b> of K students’ composite scores will perform at or above benchmark (26th percentile or higher according to	aimsWeb, Math Expressions, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction and instructional coaching will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	16/26 students proficient 61.5%		

		(26% tile or higher)	aimsWeb Early Numeracy assessment. Composite Score.)						
1	Reading	In September of 2025, 1st-grade students' composite scores scored <b>85.2%</b> proficient (26% tile or higher according to aimsWeb Early Literacy screener.	By the Spring of 2026, <b>50%</b> of 1st-grade students will perform at or above benchmark (26% tile or higher according to aimsWeb Early Literacy screener. Composite Score.)	aimsWeb, Wonders, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	23/27 students proficient 85.2%		
1	Math	In September of 2025, 1st-grade students' composite scores were <b>70.4%</b> proficient in aimsWeb Early Numeracy screening. (26% tile or higher)	By the Spring of 2026, <b>75%</b> of 1st-grade students will perform at or above benchmark (26th percentile or higher according to aimsWeb Early Numeracy assessment. Composite Score.)	aimsWeb, Math Expressions, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	19/27 students proficient 70.4%		
2	Reading	In September of 2025, 2nd-grade students' composite scores scored <b>90.6%</b> proficient in	By the Spring of 2026, <b>65%</b> of 2nd-grade students will perform at or above benchmark	aimsWeb, Wonders, and classroom common assessments. Teachers will look at data	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	29/32 students proficient 90.6%		

		(26% tile or higher according to aimsWeb Reading screener.	(26% tile or higher according to aimsWeb Reading screener. Composite Score.)	through weekly PLC meetings and regular classroom instruction					
2	Math	In September of 2025, 2nd-grade students' composite scores were <b>65.6%</b> proficient in aimsWeb Math screening. (26% tile or higher)	By the Spring of 2026, <b>75%</b> of students will perform at or above benchmark (26th percentile or higher according to aimsWeb Math assessment. Composite Score.)	aimsWeb, Math Expressions, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	21/32 students proficient 65.6%		
3	Reading	In September of 2025, 3rd-grade students' composite scores scored <b>69.6%</b> proficient (26% tile or higher according to aimsWeb Reading screener.	By the Spring of 2026, <b>65%</b> of 3rd-grade students will perform at or above benchmark (26% tile or higher according to aimsWeb Reading screener. Composite Score.)	aimsWeb, Wonders, and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	16/23 students proficient 69.6%		
3	Math	In September of 2025, 3rd-grade students' composite scores were <b>73.9%</b> proficient on	By the Spring of 2026, <b>75%</b> of 3rd-grade students will perform at or above benchmark	aimsWeb, Math Expressions, and classroom common assessments. Teachers will look at data	Class size reduction will aid in attaining the stated performance objectives by concentrating on an 18:1 ratio.	Attention to differentiated instruction should ensure more attention to specific student needs.	17/23 students proficient 73.9%		

		the aimsWeb Math screening. (26% tile or higher)	(26th percentile or higher according to aimsWeb Math assessment. Composite Score.)	through weekly PLC meetings and regular classroom instruction					
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Source: [Wis. Stat. § 118.44\(4\)](#)