

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 2024, 64% of K students scored at or above benchmark (30% tile or higher according to FastBridge earlyReading assessment)	By the Spring of 2025, 50% of K students will perform at or above benchmark (30th percentile or higher according to FastBridge earlyReading assessment)	FastBridge, 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.	18/28 students proficient 64%		
K	Math	In September of 2024, Kindergarten students were 79% proficient in FastBridge Early Math screening. (30% tile or higher)	By the Spring of 2025, 75% of K students will perform at or above benchmark (30th percentile or higher according to FastBridge earlyMath assessment)	FastBridge, 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.	22/28 students proficient 79%		

1	Reading	In September of 2024, 1st grade students scored 74% proficient in FastBridge Early Reading screener. (30% tile or higher)	By the Spring of 2025, 50% of 1st-grade students will perform at or above benchmark (30th percentile or higher according to FastBridge earlyReading assessment)	FastBridge, 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.	23/31 students proficient 74%		
1	Math	In September of 2024, 1st grade students were 88% proficient in FastBridge Early Math screening. (30% tile or higher)	By the Spring of 2025, 75% of 1st-grade students will perform at or above benchmark (30th percentile or higher according to FastBridge earlyMath assessment)	FastBridge, 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.	27/31 students proficient 88%		
2	Reading	In September of 2024, 2nd grade students scored 58% proficient in FastBridge aReading screener. (30% tile or higher)	By the Spring of 2025, 65% of 2nd-grade students will perform at or above benchmark (30th percentile or higher according to FastBridge aReading assessment)	FastBridge, 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.	12/21 students proficient 58%		
2	Math	In September of 2024, 2nd grade students were	By the Spring of 2025, 75% of students	FastBridge, Math Expressions,	Class size reduction will aid in attaining the stated	Attention to differentiated instruction should	16/21 students proficient 76%		

		76% proficient in FastBridge aMath screening. (30% tile or higher)	will perform at or above benchmark (30th percentile or higher according to FastBridge aMath assessment)	and classroom common assessments. Teachers will look at data through weekly PLC meetings and regular classroom instruction	performance objectives by concentrating on an 18:1 ratio.	ensure more attention to specific student needs.		
3	Reading	In September of 2024, 3rd grade students scored 72% proficient in the FastBridge aReading screener. (30% tile or higher)	By the Spring of 2025, 65% of 3rd-grade students will perform at or above benchmark (30th percentile or higher according to FastBridge aReading assessment)	FastBridge, 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.	20/28 students proficient 72%	
3	Math	In September of 2024, 3rd grade students were 71% proficient in the FastBridge aMath screening. (30% tile or higher)	By the Spring of 2025, 75% of 3rd-grade students will perform at or above benchmark (30th percentile or higher according to FastBridge aMath assessment)	FastBridge, 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.	20/28 students proficient 71%	

Source: [Wis. Stat. § 118.44\(4\)](#)