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 aimWeb Plus Early Literacy screener. The composite score was comprised of the two assessed categories of letter name fluency and letter word sound fluency. With letter word sound fluency being most essential to decoding/encoding skills, our performance objective is focused on that category. Baseline fall data: **73.4%** (47 of 64 assessed 5K students) scored at the **proficient** level. **26.6. %** (17 of 64 assessed 5K students) scored at the **below proficient** level.	80% of our 5K students will perform at the proficient level in the category of letter word sound fluency as assessed on the aimsWeb plus early literacy spring screener.	Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: CKLA Skills daily work & formative assessments, WIN time daily work & assessments, letter sound assessments, aimsWeb assessments.	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 the needs of the whole group, small groups, and the individual.	Mid-Year Data: **43.3%** (29 of 67 5K students assessed) scored at the **proficient** level on the aimsWeb Plus early literacy winter screener Letter Word Sounds Fluency category. **56.7%** (38 of 67 5K students assessed) scored at the **below proficient** level on the aimsWeb Plus Early Literacy winter screener Letter Word Sounds Fluency category. In addition to the above, some information to note the growth in the average correct answers score from the fall to winter screener on the Letter Word Sound Fluency Screener. In the fall, the average correct answer score was **5.52** and in the winter, the average correct answer score grew to **22.81. The average growth thus being 17.29 points.** The national expected growth from fall to winter on this part of the screener is **22 points.**	End of Year Data: **79.7** (51 of 64 5K students assessed) scored at the **proficient** level on the aimsWeb Plus early literacy end of year (summer) screener Letter Word Sounds Fluency category. **20.4%** (13 of 64 5k students assessed) scored at the **below proficient** level on the aimsWeb Plus early literacy end of year (summer) screener Letter Word Sounds Fluency category.

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. Fall Data: **62.5%** (40 of 64 students) scored at the **proficient** level. **28.1%** (18 of 64 students) scored at the **basic** level. **9.4%** (6 of 64 students) scored at the **below basic** level.	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 will allow educators the ability to more effectively observe and assess the needs and growth of individual students in order to effectively instruct the needs of the whole group, small groups, and the individual.	Mid-Year Data: **76.9%** (50 of 65 5K students assessed) scored at the **proficient** level on the winter AVMR kindergarten math number sense screener. **18.5%** (18 of 65 5K students assessed) scored at the **basic** level on the winter AVMR kindergarten math number sense screener. **4.6%** (3 of 65 5K students assessed) scored at the **below basic** level on the winter AVMR kindergarten math number sense screener.	End of Year Data: **79.7%** (51 of 64 5K students assessed) scored at the **proficient** level on the spring AVMR kindergarten math number sense screener. **14.1 %** (9 of 64 5K students assessed) scored at the **basic** level on the spring AVMR kindergarten math number sense screener. **3.1%** (2 of 64 5K students assessed) scored at the **below basic** level on the spring AVMR kindergarten math number sense screener. **3.1%** (2 of 64 5K students assessed) scored at the **well below basic** level on the spring AVMR kindergarten math number sense screener.
1	Reading	A baseline instructional level will be recorded after fall AimsWeb testing in September.	Fall 2024 students took the assessment to give us their baseline reading accuracy score. **85% of students who read with less than 70% accuracy on their ORF assessment in the fall (Based on the Aims Web assessment) will increase their ORF accuracy by 30 percentage points by Spring**	Throughout the year, students will participate in a variety of formative and summative assessments, including but not limited to daily assignments, lesson quizzes, and end-of-unit evaluations. In addition, students will engage in daily reading, with continuous feedback provided by teachers to support	Students will participate in a range of instructional formats, including whole-group lessons, small-group reteaching, peer collaboration, and individualized support during WIN time with either their classroom teacher or a reading interventionist. Whole-group lessons are delivered in flexible groups tailored to students' varying levels, ensuring appropriate	Our ELA class is designed to provide targeted support for students to achieve their reading goals. The structure of our class is as follows: **60 minutes** of Skills-based ELA instruction at students' levels. **60 minutes** of reading, comprehension, and vocabulary instruction (primarily	**Mid-Year Data:** 85% of students who read with less than 70% accuracy on their ORF assessment in the fall (Based on the Aims Web assessment) will increase their ORF accuracy by 30 percentage points by Spring of 2025. ● 34 students read below 70% accuracy. ● 17 students out of 34 students have increased 30% points (50% of students). If students read the ORF passage in the fall with 70% or more accuracy, they will be able to read with 85% or higher accuracy during the Spring 2025 Aims Web Assessment.	**End of Year Results:** *Goal #1: 85% of students who read with less than 70% accuracy on their ORF assessment in the fall (Based on the Aims Web assessment) will increase their ORF accuracy (Based on the Aims Web Assessment) by 30 percentage points by Spring of 2025.* 32 total students assessed (three students moved): 21 students (66%) grew 30% points or more in accuracy. 7 students (22%) grew 20-29% points in accuracy. 2 students (6%) grew 10-19% points in accuracy. 2 students (6%) grew 0-9% points in accuracy.

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		of 2025. If students read the ORF passage in the fall with 70% or more accuracy, they will be able to read with 85% or higher accuracy during the Spring 2025 Aims Web Assessment.	their growth. Teachers will also regularly document observational notes to track students' reading progress. These assessments are thoughtfully designed to offer ongoing insights into student development, ensuring that instructional decisions are effectively informed by real-time data.	challenge and support. Regular assessments help determine students' needs, allowing for dynamic grouping that targets specific skill development based on each student's current level of proficiency.	whole-group instruction). **30 minutes** of reading and writing instruction during WIN time. This time is used by classroom teachers and reading interventionists to lead small groups.	• 26 students read with greater than 70% accuracy. • 21 students out of 26 students are now reading with 85% accuracy or higher. **Spring Scores:** *Goal #1: 85% of students who read with less than 70% accuracy on their ORF assessment in the fall (Based on the Aims Web assessment) will increase their ORF accuracy (Based on the Aims Web Assessment) by 30 percentage points by Spring of 2025.* 32 total students assessed (three students moved): 12 students (38%) grew 30% points or more in accuracy. 9 students (28%) grew 20-29% points in accuracy. 7 students (22%) grew 10-19% points in accuracy. 4 students (13%) grew 0-9% points in accuracy. *Goal #2: If students read the ORF passage in the fall with 70% or more accuracy, they will be able to read with 85% or higher accuracy during the Spring 2025 Aims Web Assessment.* 26 total students assessed: 23 students (88%) ended the year reading at 85% points or higher. 3 students (12%) did not end the year reading with 85% points.	*Goal #2: If students read the ORF passage in the fall with 70% or more accuracy, they will be able to read with 85% or higher accuracy during the Spring 2025 Aims Web Assessment.* 26 total students assessed: 25 students (96%) ended the year reading at 85% points or higher. 1 student (4%) did not end the year reading with 85% points. This child ended reading with 81% accuracy. End of Year Reflection: Of all the students we assessed, 98% showed improvement in their reading accuracy (all but one student). Although not every student achieved a 30% increase or reached the goal of 85% accuracy, we are pleased that almost every first grader demonstrated growth! Mid-year, we made a change that may have influenced our results. While conducting timed reading formative assessments, we observed that some students were becoming discouraged. The assessments are one-minute speed reads, and some students were only able to read four or five words in that short time. To help boost their confidence, we encouraged students to quickly move past words they didn't know and focus on identifying familiar words in the passage. Instead of dwelling on an unfamiliar word and feeling discouraged, students began skipping over the challenging words and reading the ones they recognized. These words often included common sight words like "the," "is," "to," and "and." As a result, while students' total words read increased, their accuracy decreased. We believe this adjustment may have had an impact on our end-of-year results.
1	Math	A baseline instructional level will be recorded after fall	Fall 2024 students took the	Students will undergo both	Students will engage in a variety of instructional formats,	Our math class is designed to provide	**Mid-Year Data:**	**End of Year Results:**

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		i-Ready diagnostic testing in September.	assessment to give us their baseline math score. **By the spring of 2024, 70% of students will have reached their targeted growth goal.**	formative and summative assessments throughout the year, which will include, but are not limited to, daily assignments, lesson quizzes, i-Ready tasks, i-Ready growth monitoring assessments, unit tests, and the i-Ready diagnostic. These assessments are designed to provide ongoing insights into student progress and guide instructional decisions.	including whole-group lessons, small-group reteaching, peer-to-peer collaboration, and individualized support during WIN time with their classroom teacher. This year, math interventions will be solely provided by the classroom teacher, as interventionists will not be supporting students in this area.	targeted support for students to achieve their math goals. The structure of our class is as follows: **10 minutes** of whole-group instruction to introduce and explain key concepts. **12 minutes** of small-group reteaching to reinforce understanding and address individual needs. **12 minutes** of engaging math games that reinforce the lesson in a fun and interactive way. **12 minutes** of personalized instruction on i-Ready, tailored to each student's progress and learning needs. This balanced approach ensures that every student receives the support and practice they need to succeed in math.	Students who are 50% of the way to meeting their targeted growth goal after completing the i-Ready diagnostic in December: 50% (30 of 60 students assessed) Students who have already met their targeted growth goal: 22% (13 of 60 students assessed) **Spring Scores:** Students who have not met their targeted growth goal after completing the i-Ready math diagnostic in March: 31/62 (50%) Students who have met their targeted growth goal after completing the i-Ready diagnostic in March: 31/62 (50%)	Students who have met their targeted growth goal after completing the i-Ready diagnostic in May: 53/64 (83%) Students who have not met their targeted growth goal after completing the i-Ready math diagnostic in May: 11/64 (17%)
2	Reading	A baseline instructional level will be recorded after fall AimsWeb testing in September.	The students that scored in the well below average on the ORF assessment (0-10%) will gain 30 percentage	Throughout the year, students will participate in a variety of formative and summative assessments, including assignments, lesson	Students will engage in a variety of instructional formats including whole group lessons, small group work, independent work time and one-on-one individualized	Our ELA class is designed to provide targeted support for students to achieve their reading goals. The structure of our class is as follows:	**Mid-Year Data:** Well below average 0-10% fall: 22/78 winter: 25/78 Well below average 11-25% fall: 20/78 Winter: 23/78	**End of Year Data:** Well below average 0-10% fall: 22 winter: 25 **EOY: 19/78** Well below average 11-25% fall: 20 Winter: 23 **EOY- 23/78**

							Below Average / Winter Data	End of Year Data

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		points by the spring assessment
		
		The students that scored in well below average on the ORF assessment (11-25%) will score 20 percentage point by the Spring assessment
		
		The students that scored below average on the ORF assessment (25-40%) will gain 15 percentage point by the Spring assessment
		
		The students who scored average on the ORF assessment (40-90%) will gain 10 percentage point by the Spring assessment
		
		The students who scored High on the ORF assessment (90-100%) will gain 5 percentage point by the spring assessment
			quizzes, and end-of-unit evaluations. Students will also be reading daily while the teacher supports their reading through feedback and noting observations.	support. All instruction will meet the needs of all students.	**60 minutes** of Skills-based ELA instruction at students' levels.
					
					60 minutes of reading, comprehension, and vocabulary instruction (primarily whole-group instruction).
					
					30 minutes of reading and writing instruction during WIN time. This time is used by classroom teachers and reading interventionists to lead small groups.
						Below Average 25-40%
						    fall: 14/78 Winter: 10/78
						
						Average- 40-90%
						    fall: 21/78 Winter- 17/78
						
						High- 90-100"%
						    Fall: 3/78 Winter: 4/78
							Below Average 25-40%
							    fall: 14 Winter: 10 **EOY- 18/78**
							
							Average- 40-90%
							    fall: 21 Winter- 17 **EOY: 19/78**
							
							High- 90-100"%
							    Fall: 3 Winter: 4 **EOY: 2/78**

2	Math	A baseline instructional math level will be recorded after fall iReady	**iReady Score of 428 or above** will be expected to **gain 15 points.**	Students will have both formative and summative assessments throughout the	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	**Mid-Year Data:** **iReady Score of 428 or above** will be expected to **gain 15 points.** Number of students in this range: Randall-0/17 Kaczrouske: 0/17	**End of Year Data:** **iReady Score of 428 or above** will be expected to **gain 15 points and iReady Score of 427 or under** will be expected to **gain 20 points.** Number of students in this range:

		Diagnostic testing in September.	**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.	school year which will include, but are not limited to: lesson quizzes, mid-unit assessments, unit assessments, and observations.	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.	Fisher-0/15 Ernst-0/16 Letempt-3/15 **iReady Score of 427 or under** will be expected to **gain 20 points.** Number of students in this range: Randall- 4/17 Fisher-1/15 Ernst- 1/16 Letempt- 1/15 Kaczrouske- 1/17	Randall: 1/17 Kaczrouske: 1/17 Fisher: 0/15 Ernst: 0/15 LeTempt: 1/14 **iReady Score of 427 or under** will be expected to **gain 20 points.** Randall: 6/17 Kaczrouske: 5/17 Fisher: 5/15 Ernst: 5/15 LeTempt: 5/15
3	Reading	A baseline instructional reading level will be recorded after fall Aims testing in September.	The students that scored in the Well Above Average/Above Average will need to meet or exceed 134 words per minute. The students that scored in the Average will meet or exceed 86 words per minute. The students that scored in the Below Average will meet or exceed 86 words per minute. The students that scored in the Well Below Average will meet or exceed 63 words per minute.	Throughout the year, students will be assessed through both formative and summative assessments. Formative assessments will provide ongoing feedback, while summative assessments will evaluate overall mastery at the end of units. During WIN time, students will receive whole group, small group, and individualized support tailored to their needs. Small reading groups and end-of-unit assessments will help track their progress and ensure targeted instruction.	Having smaller class sizes will allow teachers to spend more one-on-one time with each student. Students will also work in small group and whole group.	During our CKLA blocks, students will focus on a variety of reading, writing, and comprehension skills. They will engage in activities designed to strengthen their ability to decode words, build vocabulary, and comprehend texts across different genres. Writing exercises will also support their ability to express ideas clearly and coherently. Additionally, students will receive 30 minutes of daily WIN time, where they will receive targeted support based on their individual needs to further enhance their literacy skills	**Mid-Year Data:** Well Below Average (0-62) 3 out of 32 students met or exceeded words per minute. Below Average (63-85) 2 out of 5 students met or exceeded words per minute. Average (86-133) 32/33 students met or exceeded words per minute. Above Average (134-151) 1 out of 4 students met or exceeded words per minute.	**End of Year Data:** Well Below Average (0-85)- 26 students are currently at this level Below Average (86-102)- 17 students are currently at this level Average (102-120)-13 students are currently at this level Above Average (121+)-27 students are currently at this level

| 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. | **Mid-Year Data:**
Early/Mid 3rd grade: **7 out of 75** students are on track to meeting their goal.

2nd grade level: **35 out of 75** students are on track to meeting their goal.

1st grade or lower: **33 out of 75** students are on track to meeting their goal. | **End of Year Data:**
Early/Mid 3rd grade: **1 out of 7 met their goal.**

2nd grade level: 8 **out of 35 students met their goal.**

1st grade or lower: 12 **out of 33 met their goal** |

Source: Wis. Stat. § 118.44(4)