

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 website](#)
- [AGR Dropbox](#)
- [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 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 well as other	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>Mid-Year Data: 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>	

		concepts of writing including directionality, concept of word, and word boundaries.						
K	Math	<p>Fall baseline data for noted math skills – Identify #s 1-20 – 28% of 88 5K students had already met this year-end goal, with 51% also making sufficient progress toward the goal</p> <p>Write #s 1-20 – 16% of 88 5K students had already met this year-end goal, with 48% also making sufficient progress</p> <p>Rote count to 100 – 16% of 88 5K had already met this year-end goal, with 52% also making</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, 80% of kindergarten students will be able to correctly identify and write #s 1-20 and rote count to 100</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), Bridges curriculum assessments and checkpoints, daily written work and homework.</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>Mid-Year data for noted math skills – Identify #1-20 – 57% of 89 5K students have now met this year-end goal, with 21% also making sufficient progress toward the goal</p> <p>Write #1 – 20 – 65% of 8 5K students have now met this year-end goal, with 17% also making sufficient progress</p> <p>Rote count to 100 –62% of 89 5K students have now met this year-end goal, with 9% also making sufficient progress toward the goal</p>	

		sufficient progress						
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. By the spring of 2023, 85% of students will score a 50 out of 60 points on the Primary Spelling Inventory assessment.	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.	<p>Fall scores: (20/60 points)</p> <p>Students who meet or exceed expectations: 46%</p> <p>Students who do not meet expectations: 54%</p> <p>Winter scores: (35/60 points)</p> <p>Students who met or exceed expectations: 50%</p> <p>Students who do not meet expectations: 50%</p>	<p>Spring scores: (50/60 points)</p> <p>Students who meet or exceed expectations:</p> <p>Students who do not meet expectations:</p>
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. By the spring of 2023, 70% of students will have reached their targeted growth goal.	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.	<p>Winter Scores:</p> <p>Students who have met their targeted growth goal: 36%</p> <p>Students who have not met their targeted growth goal: 64%</p>	<p>Spring Scores:</p> <p>Students who have met their stretch goal:</p> <p>Students who have not met their stretch goal:</p>

2	Reading	A baseline instructional reading level will be recorded after fall Fountas & Pinnell testing in September.	<p>F + 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>	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 & Pinnell Benchmark Assessment System.	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>F + P Reading Levels K or above will be expected to gain 2 reading levels of growth.</p> <p>Number of students in this range: 20 out of 21</p> <p>Levels J or below will be expected to gain 3 reading levels of growth.</p> <p>Number of students in this range: 38 out of 52</p>	
2	Math	A baseline instructional math level will be recorded after fall iReady Diagnostic testing in September.	<p>iReady Score of 428 or above will be expected to gain 15 points.</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>	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>iReady Score of 428 or above will be expected to gain 15 points.</p> <p>Number of students in this range: 3 out of 6 students have met this goal</p> <p>iReady Score of 427 or under will be expected to gain 20 points.</p> <p>Number of students in this range: 37 out of 67 students met this goal</p>	

3	Reading	A baseline instructional reading level will be recorded after fall F&P testing in September.	Students who meet or exceed expectations will continue to meet or exceed expectations. Students who are approaching expectations will grow at least two levels. Students who do not meet expectations will grow at least three levels.	Students will have both formative and summative assessments throughout the school year which will include: weekly observations, Fastbridge, and Fountas and Pinnell Benchmark Assessments.	A WIN (What I Need) time has been incorporated into the 3rd grade schedule this year. Third grade teachers, along with interventionists, group students according to the needs of the individual. These groups are flexible and changed as the needs of the students change.	The 3rd 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.	Fall scores: Students who meet or exceed expectations: 61 Students who are approaching expectations: 10 Students who do not meet expectations: 18	Students who meet or exceed expectations: Students who are approaching expectations: Students who do not meet expectations:
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	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. 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: Mid or above grade level: 7 students Early on grade level: 67 students One level below: 12 students Two or more grade levels below: 14 students	

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Source: [Wis. Stat. § 118.44\(4\)](#)