

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: | | |
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| 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 – 88% of our 60 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 words, and concept of | 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. | Class-size reduction | 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 to the needs of the whole group, small groups, and the individual. | Mid-Year from the PALS assessment – 85% of our 62 5K students met the summed score mid-year state benchmark. (Please note the net gain of students to the district with moves in and out due to various reasons including returning virtual students.) | | We started out the 2020-2021 School year with in person instruction full days Monday through Friday. We started to see an increase in students on quarantine the first part of October. We decided to have 1 p.m. releases on Fridays starting Oct. 16 th . We continued with this format until we again saw an increase in student quarantines and the stress and workload of preparing students for both in person and remote instruction became too much for the staff. We then decided to switch our learning format to Monday-Thursday in person instruction with Fridays being remote learning days. This began on December 4 th and will continue through February 19 th . We plan to return to all in person instruction the week of February 22 nd . |

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| | | | word. 80% of our kindergarten students will achieve the state benchmarks as assessed by the spring PALS assessment. | | | | | | We continue to closely monitor numbers of both staff and students We had a period of time when staff quarantines became too much for us to staff our elementary and we went to complete remote learning January 13-January 25 th . This has been a year of students and staff being here to being on quarantine to returning to school. |
| K | Math | Fall baseline data for noted math skills – Identify #s 1-20 – 28% of 60 5K students had already met this year-end goal, with 60% also making sufficient progress toward the goal Write #s1-20 – 18% of 60 5K students had already met this year-end goal, with 50% also making sufficient progress Rote count to 100 – 37% of 60 5K had already met this year-end goal, with 47% also | 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. | Class-Size Reduction | 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 to the needs of the whole group, small groups, and the individual. size reduction | Mid-Year data for noted math skills – Identify #1-20 – 57% of 61 5K students have now met this year-end goal, with 25% also making sufficient progress toward the goal Write #1 – 20 – 56% of 61 5K students have now met this year-end goal, with 23% also making sufficient progress Rote count to 100 –68% of 62 5K students have now met this year-end goal, with 21% also making sufficient progress toward the goal (Please note the net gain of students to the district with moves in and out due to various reasons including returning virtual students.) (Also note that due to quarantine/absences, 1-2 students data were unable to be shared at this time.) | | The elementary has seen parents decide to have their children start out in virtual education and then return to in person instruction. The staff, students and community have experienced the ups and downs of this crises and continue to rise above it. The resiliency of the stakeholders involved with this has been impressive but the impact of this crises has certainly been felt by all. |

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| | | making sufficient progress | | | | | | |
| 1 | Reading | Exceeds Expectations-67% Meets Expectations-17% Does Not Meet Expectations -16% | Our goal for the 2020- 2021 school year is to have 80% of first graders to meet or exceed expectations. At the beginning of the year 67% are meeting or exceeding. | 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. | Class size reduction and instructional coaching. | Having class size reduction and instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals. | All first graders were assessed using the Hearing Sounds in Words Assessment. These results are from January of 2021: Exceeds Expectations-90% Meets Expectations-6% Does Not Meet Expectations-4% Therefore 96% of our students are currently meeting or exceeding our goal. We aim to have the 4% of our students not meeting the goal to improve to meeting expectations by the end of the school year. With both whole group and small group instruction and intervention, as well as four more month of instruction to go, we feel confident that we will meet this goal. | |
| 1 | Math | Exceeds Expectations- 91% Meets Expectations- 9% Does Not Meet Expectations- 0% | Our goal for the 2020- 2021 school year is to have 95% of first graders meet or exceed expectations. At the beginning of the year 100% are meeting or exceeding expectations. | Students will have both formative and summative assessments throughout the school year which include, but are not limited to: unit quizzes, observations, & end of unit assessments. | Class size reduction and instruction coaching. | Having class size reduction and instructional coaching will allow educators to work with students more closely and guide the students toward meeting their year-end goals. | All first graders were assessed using the Boulder Valley School District benchmark assessment. These are the results from January of 2021: Exceeds Expectations-87% Meets Expectations-13% Does Not Meet Expectations- 0% Therefore 100% of our students are meeting or exceeding the benchmark and 0% are not meeting the | |

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| | | | | | | | benchmark. We feel confident with these great numbers that we will also meet our math goal by the end of the school year. | |
| 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: 4</p> <p>Levels J or below will be expected to gain 3 reading levels of growth.</p> <p>Number of students in this range: 54</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> | Students will have both formative and summative assessments throughout the school year which will include, but are not limited to: lesson quizzes, mid-unit | 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 | 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 | <p>iReady Score of 428 or above will be expected to gain 15 points.</p> <p>Number of students in this range: 7</p> <p>iReady Score of 427 or under will be expected to gain 20 points.</p> | |

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| | | | Students with an IEP or special needs will have individualized growth goals. | assessments, unit assessments, and observations. | instruction for the whole group, small groups and individual needs. | to meet or exceed their growth goal. | Number of students in this range: 49 | |
| 3 | Reading | Baseline data was recorded for all third grade students in Sept. 2020, using the Fountas and Pinnell Reading Assessment. Out of 59 students, 44% were below grade level expectations, 8% approaching grade level, 2% at grade level, and 46% above expectations. | Expected growth : All third graders at or above grade level, will stay in the at/above categories all year. All students approaching or below grade level will gain 3 Fountas and Pinnell reading levels. | 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 the Fountas & Pinnell Assessment | class size reduction, instructional coaching is more effective in observation and assessing individual and small group needs, as well as differentiating instruction. | More individualization and coaching helps students maximize their strengths and work on their weaker areas, so as to better reach their growth potential | | |
| 3 | Math | Baseline data was recorded in Sept. 2020 using the Iready Math Assessment. Out of 69 students, 23 % scored below average, 61% scored on | Expected typical growth is an increase of 27 points for students currently below average, 26 points for students on level, and 25 | Students will have both formative and summative assessments throughout the school year which will include, but are not limited to observation, daily math | Class size reduction, instructional coaching is more effective in observation and assessing individual and small group needs, as well as differentiating instruction. | More individualization and coaching helps students maximize their strengths and work on their weaker areas, so as to better reach their growth potential. | | |

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| | | grade level, and 16% scored above grade level. | points for students above grade level. | work, individual or small group work, weekly quizzes and unit assessments. | | | | | |
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Source: [Wis. Stat. § 118.44\(4\)](#)