

**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 your school's overall experience with the COVID-19 crisis, and how it affected your school this year).
K	Reading	<p><b>Baseline:</b></p> <p><b>1% (1/83)</b> scored 20 or higher on PALS</p> <p><b>12% (10/83)</b> scored 90 or higher on letters/sounds ESGI</p> <p><b>0% (0/83)</b> scored 21 or higher on dictated sent.</p>	<p><b>Growth Goal:</b></p> <p>1.90 % of students in Kindergarten will reach proficient or above scores on the following assessments:</p> <ul style="list-style-type: none"> <li>- <b>Pals</b> (20 or Above)</li> <li>- <b>ESGI</b> (Score a 3 or above on letters/sounds)</li> <li>- <b>Dictated Sent.</b> (21 or above)</li> </ul>	<p><b>Guided reading instruction</b></p> <p><b>PALS</b></p> <p><b>ESGI (Early Literacy Screener)</b></p> <p><b>Wonders Reading Series Unit Tests</b></p> <p><b>Running Records</b></p> <p><b>Daily Observations</b></p> <p><b>Teacher created quizzes &amp; test</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b> Teachers are able to -</p> <ul style="list-style-type: none"> <li>*Involve more students</li> <li>*Provide timely feedback</li> <li>*Observe and assess on regular basis</li> <li>*Build relationships</li> <li>*Identify weaknesses sooner</li> <li>*Differentiate instruction</li> <li>*Implement small</li> <li>*Opportunities for hands-on activities</li> </ul> <p><b>Instructional Coaching:</b> Teachers are able to -</p> <ul style="list-style-type: none"> <li>*Focus on student growth</li> <li>*Encourages more collaboration to share</li> </ul>	<p><b>40% (31/77)</b> scored 20 or higher on PALS <b>*12 - 1 away*</b></p> <p><b>33% (26/78)</b> scored 90 or higher on letters/sounds ESGI</p> <p><b>32% (25/78)</b> scored 21 or higher on dictated sent <b>*16 - 2 away*</b></p>		<p>I felt that our district had a great plan which made our overall experience good this year with the circumstances we were under. Our elementary students were scheduled to come full days Monday-Thursday, and then we invited students in on Friday that needed additional assistance. If students didn't attend on Friday, they were required to complete work at home. Also, in order to follow CDC COVID Guidelines, we found a way to reduce the number of students in classrooms in a few grade levels.</p>

K	Math	<p><b>Baseline:</b></p> <p><b>-Counting Cardinality - 5%</b> scored 3 or 4 (4/83)</p> <p><b>-Operations &amp; Algebraic Thinking</b> - Not assessed at the beginning of the year.</p> <p><b>-Numbers and Operations Base 10</b> - Not assessed at the beginning of the year.</p>	<p><b>Growth Goal:</b></p> <p>90 % of students in Kindergarten will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	<p><b>District Math Assessment</b></p> <p><b>Daily Observations</b></p> <p><b>Everyday Math Quizzes and Tests</b></p> <p><b>Teacher created assessments</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b> Teachers are able to -</p> <ul style="list-style-type: none"> <li>*Involve more students</li> <li>*Provide timely feedback</li> <li>*Observe and assess on regular basis</li> <li>*Build relationships</li> <li>*Identify weaknesses sooner</li> <li>*Differentiate instruction</li> <li>*Implement small</li> <li>*Opportunities for hands-on activities</li> </ul> <p><b>Instructional Coaching:</b> Teachers are able to -</p> <ul style="list-style-type: none"> <li>*Focus on student growth</li> <li>*Encourages more collaboration to share</li> </ul>	<p><b>-Counting Cardinality - 59%</b> scored 3 or 4 (47/80)</p> <p><b>-Operations &amp; Algebraic Thinking - 16%</b> scored 3 or 4 (13/79)</p> <p><b>-Numbers and Operations Base 10 - 58%</b> scored 3 or 4 (44/76)</p>		<p>We did have students and a few classes that missed a couple weeks of school, and had to complete work virtually during the year. Even though some students and classes had to work virtually, we still felt this year was a great success since we worked with a majority of our students face-to-face throughout the year.</p> <p>As for a negative, some of our students that had to quarantine for a couple weeks on either 1 or a couple occasions missed out on the direct in person instruction. A person will always wonders what a student could have learned if they were in person instead of being on quarantine.</p> <p>Overall, I am proud of my staff and students for what they accomplished this year. Yes, we do have some work that needs to be done yet to help all of our students learn at a high level. However, we also need to celebrate what we accomplished during the COVID Pandemic.</p>
1	Reading	<p><b>Baseline:</b></p> <p><b>0% (0/61)</b> scored 40 or higher on PALS</p> <p><b>13% (8/61)</b> scored 80 or higher on ESGI</p> <p><b>0% (0/61)</b> scored 34 or higher on dictated sent.</p>	<p><b>Growth Goal:</b></p> <p>90 % of students in 1st grade will reach proficient or above scores on the following assessments:</p> <ul style="list-style-type: none"> <li>- <b>Pals</b> (40 or Above)</li> <li>- <b>ESGI</b> (80 or above)</li> <li>- <b>Dictated Sent.</b> (34 or above)</li> </ul>	<p><b>Guided reading instruction</b></p> <p><b>PALS</b></p> <p><b>ESGI (Early Literacy Screener)</b></p> <p><b>Wonders Reading Series Unit Tests</b></p> <p><b>Running Records</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b> Teachers are able to -</p> <ul style="list-style-type: none"> <li>*Involve more students</li> <li>*Provide timely feedback</li> <li>*Observe and assess on regular basis</li> <li>*Build relationships</li> <li>*Identify weaknesses sooner</li> <li>*Differentiate instruction</li> </ul>	<p><b>40% (23/57)</b> scored 40 or higher on PALS</p> <p><b>79% (45/57)</b> scored 80 or higher on ESGI</p> <p><b>74% (42/57)</b> scored 34 or higher on dictated sent.</p>		

				<p><b>Daily Observations</b></p> <p>Teacher created quizzes &amp; test</p>		<p>*Implement small *Opportunities for hands-on activities</p> <p><b>Instructional Coaching:</b> Teachers are able to - *Focus on student growth *Encourages more collaboration to share</p>		
1	Math	<p><b>Baseline:</b> <b>Operations &amp; Algebraic Thinking - 2%</b> scored 3 or 4 (1/61) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Numbers and Operations Base 10 - 2%</b> scored 3 or 4 (1/61) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Measurement &amp; Data - 18%</b> scored 3 or 4 (11/61) of students met benchmark for 1st Grade EOY assessment.</p>	<p><b>Growth Goal:</b> 90 % of students in 1st grade will understand and successfully perform grade level essential standards on the 1st grade EOY district assessment.</p>	<p><b>District Math Assessment</b></p> <p><b>Daily Observations</b></p> <p><b>Everyday Math Quizzes and Tests</b></p> <p><b>Teacher created assessments</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b> Teachers are able to - *Involve more students *Provide timely feedback *Observe and assess on regular basis *Build relationships *Identify weaknesses sooner *Differentiate instruction *Implement small *Opportunities for hands-on activities</p> <p><b>Instructional Coaching:</b> Teachers are able to - *Focus on student growth *Encourages more collaboration to share</p>	<p><b>Operations &amp; Algebraic Thinking - 60%</b> scored 3 or 4 (34/57) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Numbers and Operations Base 10 - 63%</b> scored 3 or 4 (36/57) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Measurement &amp; Data - 46%</b> scored 3 or 4 (26/57) of students met benchmark for 1st Grade EOY assessment.</p>	
2	Reading	<p><b>Baseline:</b> <b>7% (5/74)</b> scored 46 or higher on PALS</p> <p><b>78% (58/74)</b> scored</p>	<p><b>Growth Goal:</b> 90 % of students in 2nd grade will reach proficient or above scores on the following assessments:</p>	<p><b>Guided reading instruction</b></p> <p><b>PALS</b></p>		<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b> Teachers are able to -</p>	<p><b>29% (21/73)</b> scored 46 or higher on PALS</p> <p><b>100% (73/73)</b> scored 80 or higher on ESGI</p>	

		<p>80 or higher on ESGI</p> <p><b>18% (13/74)</b> scored 95% or better on the Unit 5 &amp; 6 Wonders sight words.</p> <p><b>59% (44/74)</b> scored 45 or higher on dictated sent.</p>	<p>- <b>Pals</b> (46 or Above)</p> <p>- <b>ESGI</b> (80 or above)</p> <p>- <b>Unit 5 &amp; 6 Sight Words</b> (Know 95% of words)</p> <p>- <b>Dictated Sent.</b> (45 or above)</p>	<p><b>ESGI (Early Literacy Screener)</b></p> <p><b>Wonders Reading Series Unit Tests</b></p> <p><b>Running Records</b></p> <p><b>Daily Observations</b></p> <p><b>Teacher created quizzes &amp; test</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>*Involve more students</p> <p>*Provide timely feedback</p> <p>*Observe and assess on regular basis</p> <p>*Build relationships</p> <p>*Identify weaknesses sooner</p> <p>*Differentiate instruction</p> <p>*Implement small</p> <p>*Opportunities for hands-on activities</p> <p><b>Instructional Coaching:</b></p> <p><b>Teachers are able to -</b></p> <p>*Focus on student growth</p> <p>*Encourages more collaboration to share</p>	<p><b>48% (35/73)</b> scored 95% or better on the Unit 5 &amp; 6 Wonders sight words.</p> <p><b>80% (59/73)</b> scored 45 or higher on dictated sent.</p>	
2	Math	<p><b>Baseline:</b></p> <p><b>Operations &amp; Algebraic Thinking - 27% (20/74)</b> of students met benchmark for EOY 2nd grade assessment.</p> <p><b>Numbers and Operations Base 10 - 12% (9/74)</b> of students met benchmark for the 2nd grade EOY assessment.</p> <p><b>Measurement &amp; Data - 0% (0/74)</b> of students met benchmark for the 2nd Grade EOY assessment.</p>	<p><b>Growth Goal:</b></p> <p>90 % of students in 2nd grade will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	<p><b>District Math Assessment</b></p> <p><b>Daily Observations</b></p> <p><b>Everyday Math Quizzes and Tests</b></p> <p><b>Teacher created assessments</b></p>	<p><b>Class size reduction</b></p> <p><b>Instructional coaching</b></p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b></p> <p><b>Teachers are able to -</b></p> <p>*Involve more students</p> <p>*Provide timely feedback</p> <p>*Observe and assess on regular basis</p> <p>*Build relationships</p> <p>*Identify weaknesses sooner</p> <p>*Differentiate instruction</p> <p>*Implement small</p> <p>*Opportunities for hands-on activities</p> <p><b>Instructional Coaching:</b></p> <p><b>Teachers are able to -</b></p> <p>*Focus on student growth</p> <p>*Encourages more</p>	<p><b>Operations &amp; Algebraic Thinking -60% (44/73)</b> of students met benchmark for EOY 2nd grade assessment.</p> <p><b>Numbers and Operations Base 10 - 52% (38/73)</b> of students met benchmark for the 2nd grade EOY assessment.</p> <p><b>Measurement &amp; Data - 25% (18/73)</b> of students met benchmark for the 2nd Grade EOY assessment.</p>	

						collaboration to share			
3	Reading	<p><b>Baseline:</b>  - Exact Path Assessments:  *LA - 34% (22/64) scored 978 or above  *Reading – 39% (25/64) Scored 1029 or above</p> <p>-Words Their Way – 31% (20/64) (scored an 8 or above.)</p> <p>-Easy CBM – 21% (13/63) scored 16 or above</p>	<p><b>Growth Goal:</b>  1.80% of our students in grades 3<sup>rd</sup> grade will reach proficient or above scores on the following assessments:  - Exact Path (LA) (978 or above)  - Exact Path (Rdg) (1029 or above)  - Easy CBM (16 or above)  - Words There Way (8 or above)</p>	<p>Guided reading instruction</p> <p>Exact Path</p> <p>Wonders Reading Series Unit Tests</p> <p>Running Records</p> <p>Daily Observations</p> <p>Teacher created quizzes &amp; test</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b>  Teachers are able to -  *Involve more students  *Provide timely feedback  *Observe and assess on regular basis  *Build relationships  *Identify weaknesses sooner  *Differentiate instruction  *Implement small  *Opportunities for hands-on activities</p> <p><b>Instructional Coaching:</b>  Teachers are able to -  *Focus on student growth  *Encourages more collaboration to share</p>	<p>-Exact Path Assessments:  *LA - 69% (43/62) scored 978 or above</p> <p>*Reading – 75% (48/64) Scored 1029 or above</p> <p>-Words Their Way – 52% (32/61) (scored an 8 or above.)</p> <p>-Easy CBM – 54% (34/63) scored 16 or above</p>		
3	Math	<p><b>Baseline:</b>  -Exact Path Assessment:  *Math – 16% (10/64) scored 964 or above</p> <p>-Operations &amp; Algebraic Thinking - 0% (0/64) of students met benchmark for EOY 3rd grade assessment.</p> <p>-Numbers and Operations</p>	<p><b>Growth Goal:</b>  80 % of students in 3rd grade will understand and successfully perform grade level essential standards on EOY and Exact Path assessments.</p>	<p>District Math Assessment</p> <p>Exact Path</p> <p>Daily Observations</p> <p>Everyday Math Quizzes and Tests</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><b>Class Size Reduction:</b>  Teachers are able to -  *Involve more students  *Provide timely feedback  *Observe and assess on regular basis  *Build relationships  *Identify weaknesses sooner  *Differentiate</p>	<p>-Exact Path Assessment:  *Math – 53% (34/64) scored 964 or above</p> <p>-Operations &amp; Algebraic Thinking - 55% (34/62) of students met benchmark for EOY 3rd grade assessment.</p> <p>-Numbers and Operations Fractions - 6% (4/62) of students met benchmark for EOY 3rd grade assessment.</p>		

		<p><b>Fractions - 0% (0/64)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p><b>-Measurement &amp; Data - 0% (0/64)</b> of students met benchmark for 3rd Grade EOY assessment.</p>		<p><b>Teacher created assessments</b></p>		<p>instruction</p> <ul style="list-style-type: none"> <li>*Implement small</li> <li>*Opportunities for hands-on activities</li> </ul> <p><b>Instructional Coaching:</b>  <b>Teachers are able to -</b></p> <ul style="list-style-type: none"> <li>*Focus on student growth</li> <li>*Encourages more collaboration to share</li> </ul>	<p><b>-Measurement &amp; Data - 8% (5/62)</b> of students met benchmark for 3rd Grade EOY assessment.</p>		
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Source: [Wis. Stat. § 118.44\(4\)](#)