

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:

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	<p><u>Baseline:</u> 3% (2/75) scored 18 or higher on LETRS Spelling</p> <p>29% (22/75) scored 12 or higher on aimswebPlus Initial sounds</p> <p>35% (26/75) scored 24 or higher on aimswebPlus auditory vocab.</p>	<p><u>Growth Goal:</u> 1.90% of students in Kindergarten will reach proficient or above scores on the following assessments:</p> <p>- LETRS Spelling (18 or Above)</p> <p>- aimswebPlus initial sounds (12 or higher), auditory vocab (24 or higher), letter naming fluency (56 or higher), letter sound fluency (44 or higher)</p>	<p>Phonics and Guided reading Instruction</p> <p>LETRS Spelling aimswebPlus</p> <p>ESGI (Early Literacy Screener)</p> <p>Wonders Reading Series Unit Tests</p> <p>Fluency checks</p> <p>Daily Observations</p> <p>Teacher created quizzes & 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>Class Size Reduction: Teachers are able to - *Involve more students *Provide timely feedback *Observe and assess on regular basis *Build relationships *Identify weaknesses sooner</p> <p>*Differentiate instruction *Implement small *Opportunities for hands-on activities</p> <p>Instructional Coaching: Teachers are able to - *Focus on student growth *Encourages more collaboration to share</p>	<p><u>Baseline:</u> 54% (40/75) scored 18 or higher on LETRS Spelling</p> <p>77% (58/75) scored 12 or higher on aimswebPlus initial sounds</p> <p>40% (30/75) scored 24 or higher on aimswebPlus auditory vocab.</p> <p>18% (14/75) scored 56 or higher on aimswebPlus letter naming fluency.</p> <p>11% (8/75) scored 44 or higher on aimswebPlus letter sound fluency.</p>	<p>27% (20/75) scored a 3 or higher on Wonders Phonics Assess.</p>

<p>K</p> <p>Math</p>	<p><u>Baseline:</u></p> <p>- Counting Cardinality - 5% scored 3 or 4 (4/75)</p> <p>- Operations & Algebraic Thinking - Not assessed at the beginning of the year.</p> <p>- Numbers and Operations Base 10 - Not assessed at the beginning of the year.</p>	<p><u>Growth Goal:</u></p> <p>90 % of students in Kindergarten will understand and successfully perform grade level essential standards on the EOY district assessment.</p>	<p>District Math Assessment</p> <p>Daily Observations</p> <p>Everyday Math Quizzes and Tests</p> <p>Teacher created assessments</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><u>Class Size Reduction:</u></p> <ul style="list-style-type: none"> *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><u>Instructional Coaching:</u> Teachers are able to -</p> <ul style="list-style-type: none"> *Focus on student growth *Encourages more collaboration to share 	<p><u>Baseline:</u></p> <p>- Counting Cardinality - 77% (58/75) of students met benchmark for Kindergarten EOY assessment.</p> <p>- Operations & Algebraic Thinking - 23% (17/75) of students met benchmark for Kindergarten EOY assessment.</p> <p>- Numbers and Operations Base 10 - 39% (29/75) of students met benchmark for Kindergarten EOY assessment.</p>	
<p>1</p> <p>Reading</p>	<p><u>Baseline:</u></p> <p>0% (0/61) scored 18 or higher on LETRS Spelling</p> <p>80% (49/61) scored 42 or higher on aimswebPlus phoneme segmentation</p> <p>- 26% (16/61) scored 47 or higher on aimswebPlus letter word sounds fluency</p> <p>- 7% (4/61) scored 104 or higher on aimswebPlus oral reading fluency</p>	<p><u>Growth Goal:</u></p> <p>90 % of students in 1st grade will reach proficient or above scores on the following assessments:</p> <p>- LETRS(18 or Above)</p> <p>- aimswebPlus phoneme segmentation(42 or higher),</p> <p>auditory vocab (25 or higher),</p> <p>letter word sounds fluency (47 or higher),</p>	<p>Phonics and Guided reading Instruction</p> <p>LETRS Spelling</p> <p>ESGI (Early Literacy Screener)</p> <p>aimswebPlus</p> <p>Wonders Reading Series Unit Tests</p> <p>Running Records</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><u>Class Size Reduction:</u></p> <ul style="list-style-type: none"> *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><u>Baseline:</u></p> <p>LETRS Spelling*Not tested for winter window*</p> <p>aimswebPlus phoneme segmentation *Not tested for winter window*</p> <p>- 26% (16/61) scored 47 or higher on aimswebPlus letter word sounds fluency</p> <p>- 16% (10/62) proficient on aimswebPlus oral reading fluency</p> <p>- 58% (36/62) scored 25 or higher on aimswebPlus auditory vocab</p>	

		<p>- 25% (22/61) scored 25 or higher on aimswebPlus auditory Vocab</p> <p>- 0% (0/61) scored 7 or above on Past Phonemic Awareness</p> <p>-Wonders Phonics – 0% (0/61) scored 10 or above on Wonders Phonemic Awareness</p>	<p>oral reading fluency (104 or higher)</p> <p>- Phonemic Awareness (14 or above)</p> <p>Wonders Phonics. (3 or above)</p>	<p>Daily Observations</p> <p>Teacher created quizzes & test</p>		<p><u>Instructional Coaching:</u> Teachers are able to -</p> <ul style="list-style-type: none"> *Focus on student growth *Encourages more collaboration to share 	<p>- 18% (11/62) scored 7 or above on Past Phonemic Awareness</p> <ul style="list-style-type: none"> *15 scored a 6* <p>-Wonders Phonics – 32% (20/62) scored 10 or above on Wonders Phonemic Awareness</p> <ul style="list-style-type: none"> *22 scored an 8 or 9* 	
1	Math	<p><u>Baseline:</u></p> <p>Operations & Algebraic Thinking - 0% scored 3 or 4 (0/61) of students met the benchmark for the 1st grade EOY assessment.</p> <p>Numbers and Operations Base 10 - 0% scored 3 or 4 (0/61) of students met benchmark for the 1st grade EOY assessment.</p> <p>Measurement & Data - 2% scored 3 or 4 (1/61) of students met benchmark for 1st Grade EOY assessment.</p>	<p><u>Growth Goal:</u></p> <p>90 % of students in 1st grade will understand and successfully perform grade level essential standards on the 1st grade EOY district assessment.</p>	<p>District Math Assessment</p> <p>Daily Observations</p> <p>Everyday Math Quizzes and Tests</p> <p>Teacher created assessments</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p><u>Class Size Reduction:</u></p> <ul style="list-style-type: none"> 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><u>Instructional Coaching:</u> Teachers are able to -</p> <ul style="list-style-type: none"> *Focus on student growth *Encourages more collaboration to share 	<p><u>Baseline:</u></p> <p>Operations & Algebraic Thinking - 31% (18/58) of students met the benchmark for the 1st grade EOY assessment.</p> <p>Numbers and Operations Base 10 - 29% (17/58) of students met benchmark for the 1st grade EOY assessment.</p> <p>Measurement & Data - 60% (35/58) of students met benchmark for 1st Grade EOY assessment.</p>	
2	Reading	<p><u>Baseline:</u></p> <p>3% (3/67) scored 105 or higher on</p>	<p><u>Growth Goal:</u></p> <p>90 % of students in 2nd grade will</p>	<p>Phonics and Guided reading Instruction</p>		<p>The listed AGR strategies help us achieve our performance goal by:</p>	<p><u>Baseline:</u></p> <p>16% (11/67) scored 105 or higher on aimswebPlus oral reading fluency</p>	

		<p>aimswebPlus oral reading fluency</p> <ul style="list-style-type: none"> - 13% (9/67) scored 163 or higher on aimswebPlus reading comprehension - 18% (12/67) scored 173 or higher on aimswebPlus vocab 0% (0/67) scored 8 or higher on LETRS basic spelling list <p>-Wonders Phonics- 2% (1/67) scored 14 or above</p>	<p>reach proficient or above scores on the following assessments:</p> <ul style="list-style-type: none"> aimswebPlus - oral reading fluency (105 or higher) -reading comp (163 or higher -vocabulary (173 or higher <p>-Wonders Phonics (14 or above)</p> <p>- LETRS basic spelling list (8 or above)</p>	<p>LETRS</p> <p>aimswebPlus</p> <p>Wonders Phonics</p> <p>Wonders Reading Series Unit Tests</p> <p>Running Records</p> <p>Daily Observations</p> <p>Teacher created quizzes & test</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>Class Size Reduction: Teachers are able to - *Involve more students *Provide timely feedback *Observe and assess on regular basis *Build relationships *Identify weaknesses sooner</p> <p>*Differentiate instruction *Implement small *Opportunities for hands-on activities</p> <p>Instructional Coaching: Teachers are able to - *Focus on student growth *Encourages more collaboration to share</p>	<p>- 45% (30/67) scored 163 or higher on aimswebPlus reading comprehension</p> <p>- 54% (36/67) scored 173 or higher on aimswebPlus vocab</p> <p>6% (4/67) scored 8 or higher on LETRS basic spelling list</p> <p>-Wonders Phonics- 21% (14/67) scored 14 or above</p>	
2	Math	<p><u>Baseline:</u> Operations & Algebraic Thinking - 15% (10/67) of students met benchmark for EOY 2nd grade assessment.</p> <p>Numbers and Operations Base 10 - 7% (5/67) of students met benchmark for the 2nd grade EOY assessment.</p> <p>Measurement & Data - 0% (0/67) of students met benchmark for the 2nd Grade EOY assessment.</p> <p>12% (8/67) scored 167 or higher on</p>	<p><u>Growth Goal:</u> 90 % of students in 2nd grade will understand and successfully perform grade level essential standards on the EOY district assessment aimswebPlus assessments.</p>	<p>District Math Assessment</p> <p>Daily Observations</p> <p>Everyday Math Quizzes and Tests</p> <p>Teacher created assessments aimswebPlus</p>	<p>Class size reduction</p> <p>Instructional coaching</p>	<p>The listed AGR strategies help us achieve our performance goal by:</p> <p>Class Size Reduction: Teachers are able to - *Involve more students *Provide timely feedback *Observe and assess on regular basis *Build relationships *Identify weaknesses sooner</p> <p>*Differentiate instruction *Implement small *Opportunities for hands-on activities</p> <p>Instructional Coaching: Teachers are able to - *Focus on student</p>	<p><u>Baseline:</u> Operations & Algebraic Thinking - 78% (52/67) of students met benchmark for EOY 2nd grade assessment.</p> <p>Numbers and Operations Base 10 - 60% (40/67) of students met benchmark for the 2nd grade EOY assessment.</p> <p>Measurement & Data - 20% (13/67) of students met benchmark for the 2nd Grade EOY assessment.</p> <p>48% (32/67) scored 167 or higher on aimswebPlus concepts and applications</p> <p>- 46% (31/67) scored 9 or higher on aimswebPlus number comparison</p>	

<p>Operations Fractions - 0% (0/83) of students met benchmark for EOY 3rd grade assessment.</p> <p>-Measurement & Data - 0% (0/83) of students met benchmark for 3rd Grade EOY assessment.</p> <p>13% (11/83) scored 181 or higher on aimswebPlus concepts and applications</p> <p>- 33% (27/83) scored 18 or higher on aimswebPlus number comparison</p> <p>- 29% (24/83) scored 14 or higher on aimswebPlus computation fluency</p>	<p>standards on EOY and aimswebPlus assessments.</p>	<p>Daily Observations Everyday Math Quizzes and Tests Teacher created assessments</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>Instructional Coaching: Teachers are able to -</p> <p>*Focus on student growth</p> <p>*Encourages more collaboration to share</p>	<p>students met benchmark for EOY 3rd grade assessment.</p> <p>*Haven't covered these essential standards yet*</p> <p>-Measurement & Data - 0% (0/82) of students met benchmark for 3rd Grade EOY assessment.</p> <p>*Haven't covered these essential standards yet*</p> <p>40% (33/83) scored 181 or higher on aimswebPlus concepts and applications</p> <p>- 50% (42/83) scored 18 or higher on aimswebPlus number comparison</p> <p>- 41% (34/83) scored 14 or higher on aimswebPlus computation fluency</p>	
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Source: Wis. Stat. § 118.44(4)