

# 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)   |
| K  | Reading | <p><b>Baseline:</b></p> <p><b>0% (0/68)</b> scored 19 or higher on PALS</p> <p><b>3% (2/68)</b> scored 90 or higher on letters/sounds ESGI</p> <p><b>7% (5/68)</b> scored 90% or higher on phonemic awareness.</p> <p><b>0% (0/68)</b> scored a 3 or higher on Wonders Phonics Assess.</p> | <p><b>Growth Goal:</b><br/>1.90 % of students in Kindergarten will reach proficient or above scores on the following assessments:</p> <p>- <b>Pals</b> (19 or Above)</p> <p>- <b>ESGI</b> (Score a 3 or above on letters/sounds)</p> <p>- <b>Phonemic Awareness.</b> (21 or above)</p> <p>- <b>Wonders Phonics.</b> (3 or above)</p> <p>-</p> | <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><br/>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>66% (44/67)</b> scored 19 or higher on PALS</p> <p><b>90% (60/67)</b> scored 90 or higher on letters/sounds ESGI</p> <p><b>66% (44/67)</b> scored 90% or higher on phonemic awareness.</p> <p><b>39% (26/67)</b> scored a 3 or higher on Wonders Phonics Assess.</p> | <p><b>96% (65/68)</b> scored 19 or higher on PALS</p> <p><b>97% (67/69)</b> scored 90 or higher on letters/sounds ESGI</p> <p><b>94% (64/68)</b> scored 90% or higher on phonemic awareness.</p> <p><b>82% (56/68)</b> scored a 3 or higher on Wonders Phonics Assess.</p> |

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|---|------|---|--|---|---|---|--|--|
| K | Math | <p><b>Baseline:</b></p> <p><b>-Counting Cardinality</b><br/>- <b>1%</b> scored 3 or 4<br/>(1/68)</p> <p><b>-Operations &amp; Algebraic Thinking</b> -<br/>Not assessed at the beginning of the year.</p> <p><b>-Numbers and Operations Base 10</b> -<br/>Not assessed at the beginning of the year.</p> | <p><b>Growth Goal:</b><br/>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><u>Class Size Reduction:</u></b><br/>Teachers are able to -<br/>*Involve more students<br/>*Provide timely feedback<br/>*Observe and assess on regular basis<br/>*Build relationships<br/>*Identify weaknesses sooner<br/>*Differentiate instruction<br/>*Implement small<br/>*Opportunities for hands-on activities</p> <p><b><u>Instructional Coaching:</u></b> Teachers are able to -<br/>*Focus on student growth<br/>*Encourages more collaboration to share</p> | <p><b>-Counting Cardinality - <b>66%</b></b><br/>scored 3 or 4 (<b>45/68</b>)</p> <p><b>-Operations &amp; Algebraic Thinking - <b>45%</b></b> scored 3 or 4 (<b>30/66</b>)</p> <p><b>-Numbers and Operations Base 10 - <b>48%</b></b> scored 3 or 4 (<b>32/66</b>)</p> | <p><b>-Counting Cardinality - <b>99%</b></b><br/>scored 3 or 4 (<b>67/68</b>)</p> <p><b>-Operations &amp; Algebraic Thinking - <b>97%</b></b> scored 3 or 4 (<b>66/68</b>)</p> <p><b>-Numbers and Operations Base 10 - <b>87%</b></b> scored 3 or 4 (<b>59/68</b>)</p>                                 |
|   |      | <p><b>Baseline:</b></p> <p><b>15% (12/81)</b> scored 40 or higher on PALS</p> <p><b>36% (29/81)</b> scored 80 or higher on ESGI</p> <p><b>1% (1/81)</b> scored 34 or higher on dictated sent</p> <p><b>4% (3/81)</b> scored 10 or higher on Wonders Phonics</p>   | <p><b>Growth Goal:</b><br/>90 % of students in 1st grade will reach proficient or above scores on the following assessments:</p> <p><b>- Pals</b> (40 or Above)</p> <p><b>- ESGI</b> (80 or above)</p> <p><b>- Dictated Sent.</b> (34 or above)<br/>- Wonders Phonics (10 or higher)</p> | <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>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><u>Class Size Reduction:</u></b><br/>Teachers are able to -<br/>*Involve more students<br/>*Provide timely feedback<br/>*Observe and assess on regular basis<br/>*Build relationships<br/>*Identify weaknesses sooner<br/>*Differentiate instruction<br/>*Implement small<br/>*Opportunities for hands-on activities</p>  | <p><b>75% (61/81)</b> scored 40 or higher on PALS</p> <p><b>98% (79/81)</b> scored 80 or higher on ESGI</p> <p><b>47% (38/81)</b> scored 34 or higher on dictated sent</p> <p><b>31% (25/81)</b> scored 10 or higher on Wonders Phonics</p>                            | <p><b>71% (58/82)</b> scored 40 or higher on PALS<br/><b>*4 students at 38*</b></p> <p><b>95% (78/82)</b> scored 80 or higher on ESGI</p> <p><b>87% (71/82)</b> scored 34 or higher on dictated sent</p> <p><b>74% (61/82)</b> scored 10 or higher on Wonders Phonics<br/><b>*8 students at 8*</b></p> |

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|   |         |   |   | Teacher created quizzes & test  |   | <u>Instructional Coaching:</u> Teachers are able to - <ul style="list-style-type: none"> <li>*Focus on student growth</li> <li>*Encourages more collaboration to share</li> </ul>  |  |  |
| 1 | Math    | <p><u>Baseline:</u><br/> <b>Operations &amp; Algebraic Thinking - 0%</b> scored 3 or 4 (0/80)of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Numbers and Operations Base 10 - 3%</b> scored 3 or 4 (2/80) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Measurement &amp; Data - 3%</b> scored 3 or 4 (34/77) of students met benchmark for 1st Grade EOY assessment.</p> | <p><u>Growth Goal:</u><br/>           90 % of students in1st 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><u>Class Size Reduction:</u><br/>           Teachers are able to -           <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> <p><u>Instructional Coaching:</u> Teachers are able to -           <ul style="list-style-type: none"> <li>*Focus on student growth</li> <li>*Encourages more collaboration to share</li> </ul> </p> | <p><b>Operations &amp; Algebraic Thinking - 36%</b> scored 3 or 4 (28/77)of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Numbers and Operations Base 10 - 36%</b> scored 3 or 4 (28/77) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Measurement &amp; Data - 44%</b> scored 3 or 4 (34/77) of students met benchmark for 1st Grade EOY assessment.</p> | <p><b>Operations &amp; Algebraic Thinking - 70%</b> scored 3 or 4 (57/81)of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Numbers and Operations Base 10 - 78%</b> scored 3 or 4 (63/81) of students met benchmark for the 1st grade EOY assessment.</p> <p><b>Measurement &amp; Data - 80%</b> scored 3 or 4 (66/82) of students met benchmark for 1st Grade EOY assessment.</p> |
| 2 | Reading | <p><u>Baseline:</u><br/> <b>31% (19/62)</b> scored 90 or higher on Wonders Sight Words</p> <p><b>10% (6/62)</b> scored 14 or</p>  | <p><u>Growth Goal:</u><br/>           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><b>ESGI (Early Literacy Screener)</b></p>  |   | <p>The listed AGR strategies help us achieve our performance goal by:</p> <p><u>Class Size Reduction:</u><br/>           Teachers are able to -           <ul style="list-style-type: none"> <li>*Involve more students</li> <li>*Provide timely feedback</li> <li>*Observe and assess</li> </ul> </p>   | <p><b>60% (37/62)</b> scored 90 or higher on Wonders Sight Words</p> <p><b>29% (18/62)</b> scored 14 or higher on Wonders Phonics</p>  | <p><b>93% (57/61)</b> scored 90 or higher on Wonders Sight Words</p> <p><b>67% (41/61)</b> scored 14 or higher on Wonders Phonics</p>  |

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|----------|------|--|---|---|---|---|--|---|
|          |      | <p>higher on Wonders Phonics</p> <p><b>10% (6/62)</b> scored 100 or higher on fluency check</p> <p><b>18% (11/62)</b> scored 59 or higher on spelling inventory.</p>   | <p><b>- Unit 5 &amp; 6 Sight Words</b> (Know 90% of words)</p> <p><b>- Wonders Phonics</b> (14 or above)</p> <p><b>- Fluency Check</b> (100 or higher)</p> <p><b>- Spelling Inventory</b> (59 or above)</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>on regular basis</p> <ul style="list-style-type: none"><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><u><b>Instructional Coaching:</b></u> 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>27% (17/62)</b> scored 100 or higher on fluency check</p> <p><b>45% (28/62)</b> scored 59 or higher on spelling inventory.</p>   | <p><b>54% (33/61)</b> scored 100 or higher on fluency check</p> <p><b>54% (33/61)</b> scored 59 or higher on spelling inventory</p> <p><b>*6 @ 55 or higher*</b></p>  |
| <b>2</b> | Math | <p><b>Baseline:</b></p> <p><b>Operations &amp; Algebraic Thinking - 24% (15/62)</b> of students met benchmark for EOY 2nd grade assessment.</p> <p><b>Numbers and Operations Base 10 - 15% (9/62)</b> of students met benchmark for the 2nd grade EOY assessment.</p> <p><b>Measurement &amp; Data - 0% (0/62)</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><u><b>Class Size Reduction:</b></u> 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><u><b>Instructional Coaching:</b></u> 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>Operations &amp; Algebraic Thinking - 69% (43/62)</b> of students met benchmark for EOY 2nd grade assessment.</p> <p><b>Numbers and Operations Base 10 - 55% (34/62)</b> of students met benchmark for the 2nd grade EOY assessment.</p> <p><b>Measurement &amp; Data - 15% (9/62)</b> of students met benchmark for the 2nd Grade EOY assessment.</p> | <p><b>Operations &amp; Algebraic Thinking - 92% (56/61)</b> of students met benchmark for EOY 2nd grade assessment.</p> <p><b>Numbers and Operations Base 10 - 93% (57/61)</b> of students met benchmark for the 2nd grade EOY assessment.</p> <p><b>Measurement &amp; Data - 72% (44/61)</b> of students met benchmark for the 2nd Grade EOY assessment.</p> |

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| 3 | Reading | <p><b>Baseline:</b><br/>- <b>Exact Path Assessments:</b><br/>*<b>LA</b> - <b>14% (11/77)</b> scored 985 or above</p> <p>*<b>Reading</b> – <b>26% (20/77)</b> Scored 1038 or above</p> <p>- <b>Words Their Way – 19% (15/77)</b> (scored an 8 or above.)</p> <p>-<b>Wonders Phonics– 10% (8/77)</b> scored 16 or above</p>                                     | <p><b>Growth Goal:</b><br/>1.80% of our students in grades 3<sup>rd</sup> grade will reach proficient or above scores on the following assessments:</p> <p>- <b>Exact Path (LA)</b> (985 or above)</p> <p>- <b>Exact Path (Rdg)</b> (1038 or above)</p> <p>- <b>Wonders Phonics</b> (16 or above)</p> <p>- <b>Words Their Way</b> (8 or above)</p> | <p><b>Guided reading instruction</b></p> <p><b>Exact Path</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><br/>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>-</p> <p>- <b>Exact Path Assessments:</b><br/>*<b>LA</b> - <b>46% (36/77)</b> scored 985 or above</p> <p>*<b>Reading</b> – <b>51% (39/77)</b> Scored 1038 or above</p> <p>-<b>Words Their Way – 36% (28/77)</b> (scored an 8 or above.)</p> <p>-<b>Wonders Phonics– 22% (17/77)</b> scored 16 or above</p>   | <p>- <b>Exact Path Assessments:</b><br/>*<b>LA</b> - <b>60% (47/78)</b> scored 985 or above</p> <p>*<b>Reading</b> – <b>69% (54/78)</b> Scored 1038 or above</p> <p>-<b>Words Their Way – 56% (44/78)</b> (scored an 8 or above.)<br/>*<b>8 students at 7*</b></p> <p>-<b>Wonders Phonics – 28% (22/78)</b> scored 16 or above<br/>*<b>3 students at 14*</b></p>  |
| 3 | Math    | <p><b>Baseline:</b><br/>-<b>Exact Path Assessment:</b><br/>*<b>Math</b> – <b>4% (3/77)</b> scored 964 or above</p> <p>-<b>Operations &amp; Algebraic Thinking - 0% (0/77)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p>-<b>Numbers and Operations Fractions - 0% (0/77)</b> of students met benchmark for EOY 3rd grade assessment.</p> | <p><b>Growth Goal:</b><br/>80 % of students in 3rd grade will understand and successfully perform grade level essential standards on EOY and Exact Path assessments.</p>   | <p><b>District Math Assessment</b></p> <p><b>Exact Path</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><br/>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>Exact Path Assessment:</b><br/>*<b>Math</b> – <b>39% (30/77)</b> scored 966 or above</p> <p>-<b>Operations &amp; Algebraic Thinking - 21% (16/78)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p>-<b>Numbers and Operations Fractions - 3% (2/78)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p>-<b>Measurement &amp; Data - 1% (1/78)</b>of students met benchmark for 3rd Grade EOY assessment.</p> | <p>-<b>Exact Path Assessment:</b><br/>*<b>Math</b> – <b>64% (50/78)</b> scored 966 or above</p> <p>-<b>Operations &amp; Algebraic Thinking - 71% (55/78)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p>-<b>Numbers and Operations Fractions - 60% (47/78)</b> of students met benchmark for EOY 3rd grade assessment.</p> <p>-<b>Measurement &amp; Data - 47% (37/78)</b>of students met benchmark for 3rd Grade EOY assessment.</p> |

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|--|--|--|--|--|--|---|--|--|
|  |  | <b>-Measurement &amp; Data</b><br>- <b>0% (0/77)</b> of students met benchmark for 3rd Grade EOY assessment. |  |  |  | <b><u>Instructional Coaching:</u> Teachers are able to -</b><br>*Focus on student growth<br>*Encourages more collaboration to share |  |  |
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Source: [Wis.Stat. § 118.44\(4\)](#)