

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 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	Fall-136.65 on MAP	9.63 by end of semester	PALS MAP Wonders Academic checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	There are 18 students in Kindergarten. 15 students are at or above benchmark. 3 students are below benchmark. 83% of the class is where they need to be.	
K	Math	Fall-139.56 on MAP	10.57 by end of semester	MAP My Math Academic Checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	18 students tested and 16 are at or above benchmark. 2 students are below. 89% of the class is where they need to be.	
1	Reading	Fall-155.93 on MAP	9.92 by end of semester	PALS MAP Wonders Academic checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	24 students tested and 17 are at or above benchmark. 7 students are below. 71% of the class is where they need to be.	
1	Math	Fall-160.05 on MAP	10.13 by end of semester	MAP My Math Academic Checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small	23 students tested and 19 are at or above benchmark. 4 students are below. 79%	

						group and one-to-one tutoring	of the class is where they need to be.	
2	Reading	Fall-172.35 on MAP	8.85 by end of semester	PALS MAP Wonders Academic checks	One-to-One tutoring Class size reduction	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	26 students tested and 15 are at or above benchmark. 11 students are below. 57% of the class is where they need to be.	
2	Math	Fall-175.04 on MAP	9.03 by end of semester	MAP My Math Academic Checks	One-to-One tutoring Class size reduction	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	26 students tested and 9 are at or above benchmark. 17 students are below. 33% of the class is where they need to be.	
3	Reading	Fall-186.62 on MAP	7.28 by end of semester	PALS MAP Wonders Academic checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	28 students tested and 17 are at or above benchmark. 11 students are below. 61% of the class is where they need to be.	
3	Math	Fall-188.48 on MAP	7.75 by end of semester	MAP My Math Academic Checks	One-to-One tutoring	Those students who fall below benchmark will receive additional support in small group and one-to-one tutoring	28 students tested and 13 are at or above benchmark. 15 students are below. 46% of the class is where they need to be.	

Source: [Wis. Stat. § 118.44\(4\)](#)