

For Planning Purposes Only



Wisconsin Department of Public Instruction
ACHIEVEMENT GAP REDUCTION (AGR)
FIVE-YEAR ACHIEVEMENT GAP REDUCTION CONTRACT
PLANNING DOCUMENT—2016-17 TO 2020-21
 PI-AGR-1 (Rev. 01-16)

INSTRUCTIONS: Prepare your responses to the online contract application using this planning document. The online contract application will be delivered electronically to school administrators by DPI. Application due to DPI via online form prior to the end of the day, June 30.

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 WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
 AGR PROGRAM
 PO BOX 7841
 MADISON, WI 53707-7841

Collection of this information is a requirement of Wis. Stat. §118.44. All questions should be directed to Sharon Suchla at sharon.suchla@dpi.wi.gov or (608) 266-3983 or Michael Dennison at michael.dennison@dpi.wi.gov or (608) 266-2489.

I. APPLICANT INFORMATION	
District Name	LEA Code
School Name	School Code
School Address <i>Street, City, State, Zip</i>	

II. CONTRACT REQUIREMENTS

Achievement Gap Reduction Strategies—The school board must implement one or more of the following strategies in each participating school during each year included in this contract. The school board will report which strategies have been implemented in each classroom in each grade, five-year-old kindergarten through third grade, twice each school year. The school board will report, prior to November 1, the strategies it intends to implement and, prior to June 1, the strategies that were implemented in each school year covered by this contract. Wis. Stat. §118.44(4)(b)

Class Size Reduction and Professional Development around Small Group Instruction

The school board will ensure that teachers in reduced class size classrooms will receive professional development around small group instruction in class sizes of 18:1 or 30:2 or fewer students. Wis. Stat. §118.44(4)(a)1.

Instructional Coaching

The school board will ensure teachers in classrooms that have selected the instructional coaching strategy will receive data-driven instructional coaching provided by a licensed teacher(s) who possess appropriate content knowledge, including appropriate licenses, to assist classroom teachers in improving instruction in math or reading and possess expertise in reducing the achievement gap. Wis. Stat. §118.44(4)(a)2.

One-to-One Tutoring

The school board will ensure pupils in one or more classes in one or more participating grades who are struggling with reading or mathematics or both subjects will receive data-informed, one-to-one tutoring provided during regular school hours by a licensed teacher using an instructional program found to be effective by the What Works Clearinghouse of the Institute of Education Sciences. Wis. Stat. §118.44(4)(a)3.

Performance Objectives—Provide a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. Wis. Stat. § 118.44(4)(c)

Formative assessments provide feedback and information during the instructional process that can be used to guide improvements in the teaching and learning experience.

Summative assessments provide feedback and information that sums up the teaching and learning process.

Kindergarten Reading Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified kindergarten students will make in reading.

Kindergarten Reading Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Kindergarten Reading Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

II. CONTRACT REQUIREMENTS**First Grade Reading Performance Objective(s)—Growth**

Describe the baseline performance and expected growth the identified first grade students will make in reading.

First Grade Reading Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

First Grade Reading Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Second Grade Reading Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified second grade students will make in reading.

Second Grade Reading Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Second Grade Reading Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Third Grade Reading Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified third grade students will make in reading.

Third Grade Reading Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Third Grade Reading Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Kindergarten Mathematics Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified kindergarten students will make in mathematics.

Kindergarten Mathematics Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Kindergarten Mathematics Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

First Grade Mathematics Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified first grade students will make in mathematics.

First Grade Mathematics Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

First Grade Mathematics Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

II. CONTRACT REQUIREMENTS

Second Grade Mathematics Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified second grade students will make in mathematics.

Second Grade Mathematics Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Second Grade Mathematics Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Third Grade Mathematics Performance Objective(s)—Growth

Describe the baseline performance and expected growth the identified third grade students will make in mathematics.

Third Grade Mathematics Performance Objective(s)—Formative and Summative Assessments

Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.

Third Grade Mathematics Performance Objective(s)—AGR Strategies

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

III. SIGNATURES —SCHOOL

Electronic signatures were obtained by checking a box accompanying this statement certifying the person who signed below as the school principal or teacher representative has been informed of the district's intent to apply for a five-year AGR contract for this school and has been involved in planning specific, measurable, and achievable performance objectives.

Signature of School Principal ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Kindergarten Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of First Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Second Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Third Grade Teacher Representative ➤	Date Signed <i>Mo./Day/Yr.</i>

IV. STIPULATIONS—SCHOOL BOARD AND DEPARTMENT OF PUBLIC INSTRUCTION

By November 1, the school board must report the strategy/strategies the school board intends to implement in each participating grade, kindergarten through grade 3. Wis. Stat. §118.44(4)(b)1.

By June 1, the school board must report the strategy/strategies the school board implemented in each participating grade, kindergarten through grade 3. Wis. Stat. §118.44(4)(b)2.

Contract Termination/Contract Transfer. The school board agrees to provide at least 60 days written notice of its intent to withdraw from the contract or transfer of a contract during the school year and agrees to provide written notice no later than June 30 of its intent to end its participation after that school year. The department agrees to provide written notice to the school board of its intent to terminate the contract at the end of that school year if a determination has been made that the board has violated the terms of the contract.

Performance Objectives. The school board agrees to develop and monitor academic performance objectives. Initial performance objectives will be developed and entered into this contract. Performance objectives in subsequent years covered in this contract will be maintained and updated by the school board.

Staff Information. The school board stipulates that staff members in this school that will be teaching in participating grades covered by the AGR program or that will be responsible for implementing the AGR program have been fully informed about the program requirements, have had the opportunity to participate in the development of the achievement gap reduction performance objectives related to this contract.

Use of Aid. The school board agrees to use the aid provided for this program to satisfy the terms of the contract and agrees to provide budget, financial, and program reports requested by the department. The cost of maintaining the terms of the contract including strategies for reducing class size to 18:1 or 30:2, instructional coaching, and one-to-one tutoring requirements may require allocation of additional local and/or federal funds.

If the school fails to implement the requirements under Wis. Stat. §118.44(4)(a) in a participating grade for which the department has made payment, the school board of the district shall, upon the request of the department, reimburse the department the amount paid for the participating grade on the school's behalf for the school year in which the requirements were not implemented. The department will not renew an AGR contract for a school that fails to meet these terms.

Evaluation/Reporting

Comparison Groups. The school board agrees to allow DPI-authorized evaluators of the AGR program access to any school or schools in the district that have been identified as appropriate comparison sites for the purpose of gathering program and achievement data.

Program Evaluation. The school board agrees to provide to DPI-authorized evaluators access to staff and students in the school; that school and district staff members will collect, maintain, and report data necessary for such evaluation; and that the school will share information about its programs and achievements with other schools, researchers, and members of the public. For purposes of the AGR evaluation, research staff may visit and observe classrooms; interview students, school staff members, and community members; and review records and documentation maintained by participating schools that demonstrate student achievement or compliance with the program requirements.

Reporting. The school board agrees to collect, maintain, and report data and information requested by the department, including student demographic and family income data and academic achievement information to document pupil achievement and the attainment of performance objectives, to provide information necessary for the calculation of aid, and for the purposes of the required program evaluation.

Test Administration. The school board agrees to implement any pupil assessments required as part of the AGR program evaluation.

Monitoring. The department will monitor school board compliance with the terms of the contract by collecting annual reports.

NWEA Assessment Data (MAP)

The school board agrees that if the school utilizes NWEA MAP testing, the data from NWEA MAP tests must be shared with DPI-authorized AGR program evaluators for the evaluation of the AGR program. These data can most efficiently be transferred directly from NWEA to DPI in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and its implementing regulations at 34 CFR Part 99. Accordingly, the school board hereby grants permission to NWEA to provide DPI direct access to student test scores and student-, school-, and district-level information resulting from assessments administered beginning on July 1, 2016. ("Data Set"). DPI shall use the data set only for purposes of the AGR program evaluation. This evaluation will include comparisons of student growth in mathematics and reading in AGR and non-AGR schools within districts. This agreement shall be in effect from July 1, 2016, until the earlier of: i) June 30, 2021; or ii) the date either party sends written notice of termination of this agreement to the other (with a copy to NWEA).

In compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, the school board agrees to grant DPI permission to utilize personally identifiable educational records that NWEA will provide pursuant to the exception in 20 U.S.C. Section 1232g(b)(1)(F).

Data Confidentiality. DPI agrees that any student-level or other individually identifiable data collected for the purposes of the program will be maintained in accordance with the confidentiality provisions in state and federal law. DPI shall use all appropriate administrative, physical, and technical safeguards to prevent the use or disclosure of the district's data set except as provided for by this agreement.

DPI shall require any agent, including a subcontractor, to whom it provides the district's data, to agree to the same conditions and restrictions as set forth herein.

Student data shall be kept in a secure electronic format until no longer needed for purposes of the evaluation or for a period not to exceed five years after the termination of the AGR program, whichever occurs first, at which time DPI and its contracted program evaluator will permanently delete personally identifiable student information from the data set.

The school board understands that it retains the right to all data resulting from these assessments and that this agreement does not in any way waive their rights to the data. By signing below, we acknowledge that we have the necessary authority to enter into this agreement and that our school(s) will record this redisclosure and include it in their annual notification to parents.

VII. SIGNATURES—DISTRICT

I HEREBY APPLY for the Achievement Gap Reduction contract for the identified school and agree to all requirements and stipulations. Electronic signatures were obtained by certifying the persons who signed below as the school board representative or district administrator have been duly authorized to bind the school board, hereby applies for an Achievement Gap Reduction (AGR) program contract for the identified school and agrees to all requirements and stipulations on its behalf.

Signature of School Board Representative ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>

FOR DPI USE

APPLICATION APPROVED AND AGREED to by the Department of Public Instruction.

Signature of State Superintendent/Designee ➤	Date Signed <i>Mo./Day/Yr.</i>
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