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|  | 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 Dropbox](https://www.dropbox.com/request/KHB7NmoC6scUnZI35OZp)
* [AGR website](https://dpi.wi.gov/sage)
* [Important dates](https://dpi.wi.gov/sage/forms#dates)
* AGR legislation: [Wis. Stat. § 118.44(4)](https://docs.legis.wisconsin.gov/document/statutes/118.44(4))

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 – (e**xpected 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** |  |  |  |  |  |  |  |  |
| **K** | **Math** |  |  |  |  |  |  |  |
| **1** | **Reading** |  |  |  |  |  |  |  |
| **1** | **Math** |  |  |  |  |  |  |  |
| **2** | **Reading** |  |  |  |  |  |  |  |
| **2** | **Math** |  |  |  |  |  |  |  |
| **3** | **Reading** |  |  |  |  |  |  |  |
| **3** | **Math** |  |  |  |  |  |  |  |

Source: [Wis. Stat. § 118.44(4)](https://docs.legis.wisconsin.gov/document/statutes/118.44(4))