

Achievement Gap Reduction (AGR) Program Strategy Resource Guide

[2015 Wisconsin Act 53](#) and [Act 71](#) created the Achievement Gap Reduction program (AGR) under the new section of [Wis. Stats. 118.44](#). The new program is taking the place of the Student Achievement Guarantee in Education (SAGE) program, which is scheduled to sunset when the current SAGE contracts come to an end. The new program is similar in some aspects to the SAGE program while offering additional options for schools to promote student achievement with students who are struggling in reading and mathematics.

This resource guide is not an endorsement of any products or services offered by any of the organizations mentioned. The information provided is intended to connect schools with resources that may strengthen schools' implementation of the AGR program.

Resources for AGR Strategies

Class-Size Reduction. Provide professional development related to small group instruction and reduce the class size in one or more classes in one or more participating grades to one of the following: a.) No more than 18. b.) No more than 30 in a combined classroom having at least 2 regular classroom teachers.

- [Fisher & Frey Literacy for Life - Resources](#)
- [Wisconsin Rtl Center - Events Calendar](#)
- Literacy
 - [Comprehension Intervention Small Group Lessons for the Primary](#)
 - [Comprehension Toolkit](#) by Anne Goudvis, Stephanie Harvey, and Judy Wallis
 - [Conferring with Readers](#) by Jennifer Serravallo
 - [Interventions that Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3](#) by Linda Dorn and Carla Soffos
 - [The Next Steps in Guided Reading](#) by Jan Richardson
 - [The Reading Strategies Book](#) by Jennifer Serravallo
 - [Teaching Students in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers](#) by Jennifer Serravallo
 - [When Readers Struggle: Teaching that Works](#) by Irene C. Fountas and Gay Su Pinnell
 - [Wisconsin Department of Public Instruction - English Language Arts in Wisconsin](#)
- Mathematics
 - [Guided Math](#) by Laney Sammons
 - [Intentional Talk: How to Structure and Lead Productive Mathematical Discussions](#) by Elham Kazemi and Allison Hintz
 - [Math Work Stations](#) by [Debbie Diller](#)
 - [National Council of Teachers of Mathematics](#)
 - [US Math Recovery Council](#)
 - [Wisconsin Department of Public Instruction - Mathematics in Wisconsin](#)

Instructional Coaching. Provide data-driven instructional coaching for one or more teachers of one or more participating grades. The instruction shall be provided by licensed teachers who possess appropriate content knowledge to assist classroom teachers in improving instruction in math or reading and possess expertise in reducing the achievement gap.

- Books/Periodicals/Articles
 - [The Art of Coaching: Effective Strategies for School Transformation](#) by [Elena Aquilar](#)
 - [Coaching Classroom Instruction](#) by Robert Marzano and Julia Simms
 - [Coaching: The New Leadership Skill - Educational Leadership October 2011 volume 69 number 2](#)
 - [Differentiated Literacy Coaching](#) by Mary Catherine Moran
 - [Instructional Coaching](#) by [Jim Knight](#)
 - [Kansas Coaching Project: Instructional Coaching](#)
 - [Student-Centered Coaching: A Guide for K-8 Coaches and Principals](#) by [Diane Sweeney](#)

- Online Resources
 - [Implementation of a Coaching Model to Support Rtl in Literacy, Todd Elementary School, Beloit](#) - Video describing how one school implemented a coaching model to support Rtl in literacy in Beloit, Wisconsin.
 - [Institute of Education Sciences What Works Clearinghouse](#)
 - [Leadership in Mathematics Education](#) has created a *Coaching Corner* as part of their website to support specialists, coaches, and leaders of coaching programs. Neatly [summarized and linked resources](#) in a table.
 - [Literacy Coaching Clearinghouse](#) - This is a joint venture between the [International Literacy Association](#) (formerly International Reading Association) and the [National Council of Teachers of English](#).
 - [National Center on Intensive Intervention at American Institutes for Research Instructional Intervention Tools](#)
 - [Wisconsin Rtl Center Coaches page](#) - Wisconsin's vision for systems coaching begins with the Wisconsin Rtl Framework, which focuses on the essential elements of high quality instruction, balanced assessment, collaboration, and culturally responsive practices, all within a multi-level system of support for students. Systems coaches select appropriate roles and activities, use specific coaching skills and dispositions, and employ a systematic process and format to help schools and districts implement their specific, unique Rtl frameworks with mastery and fidelity.
 - [Wisconsin Rtl Center SLD Intervention Bank Continuum of Supports](#)

One-to-One Tutoring. Provide data-informed, one-to-one tutoring to pupils in one or more classes in one or more participating grades who are struggling with reading or mathematics or both subjects. Tutoring shall be 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](#).

- [Neighmond, Patti, & National Public Radio \(NPR\). \(2015, September 8\). 1 Tutor 1 Student = Better Math Scores, Less Fear.](#)
- [Wisconsin Association for Supervision and Curriculum Development \(ASCD\)](#)
- [Wisconsin Mathematics Council, Inc.](#)
- [Wisconsin State Reading Association \(WSRA\)](#)
- [Your Regional Cooperative Educational Service Agency \(CESA\)](#)

Resources for AGR Reporting Requirements

DPI Reporting. Deadlines and reports due to the Wisconsin Department of Public Instruction are available on the [SAGE and AGR Forms, Applications, and Guidance page](#).

Fall:

- A description of the AGR strategies the school board **intends to** implement in each grade
- Class size reports for aid allocation calculations

Spring:

- A description of the AGR strategies the school board **did** implement in each grade
- End-of-year report
- Financial details report

Achievement Gap Reduction (AGR) Five-Year Achievement Gap Reduction Contract Application

- [Example AGR Contract](#) - Actual application is sent by DPI
- [AGR Performance Objectives and School Board Reporting Template](#)
 - Schools can use this form to develop and maintain performance objectives and report success in attaining these goals to the school board.

Goals. AGR schools develop and update performance objectives for the academic achievement of the pupils enrolled in grades K-3 and the formative and summative assessments that will be used to evaluate success in attaining those objectives. The objectives identify specific, measurable, and achievable performance objectives, including reducing the achievement gap in reading and mathematics in each grade K-3.

- [Wisconsin Department of Public Instruction Educator Effectiveness Student/School Learning Objectives Guidebook](#)
- [AGR Performance Objectives and School Board Reporting Template](#)

School board review. Each AGR school must present information regarding the school's implementation of the AGR strategy/strategies selected, its performance objectives ("Goals" above), and its success in attaining the objectives to the school board at the end of every semester of the contract.

- [AGR Performance Objectives and School Board Reporting Template](#)