



WISCONSIN LEGISLATIVE COUNCIL ACT MEMO

2015 Wisconsin Act 71
[2015 Senate Bill 254]

**Achievement Gap
Reduction Program**

2015 Wisconsin Act 71 relates to the Achievement Gap Reduction Program (AGR).

BACKGROUND

The AGR program is a categorical aid program that provides funding to participating schools for each eligible low-income student in a K-3 grade level when the schools meet requirements under a contract with the Department of Public Instruction (DPI). The AGR program was created by Wisconsin Act 53, which took effect on July 3, 2015.

The AGR program allows school boards that previously participated in the Student Achievement Guarantee in Education (SAGE) program to enter into AGR contracts with DPI on behalf of their participating schools. Under these AGR contracts, a school board must agree to implement one or more of three statutorily defined strategies in each participating school to improve achievement in grades kindergarten through three.

PRIOR LAW

Prior law required a school board participating in the AGR program to implement one of the following strategies in each participating school: (1) professional development on small group instruction and reduction of class size to an 18:1 or 30:2 ratio in one or more classes in one or more participating grades; (2) instructional coaching for one or more teachers of one or more participating grades; or (3) one-to-one tutoring for pupils in one or more classes in one or more participating grades who are struggling with reading or math.

Prior law also required DPI to arrange for annual evaluation of the AGR program, beginning in the 2017-18 school year.

This memo provides a brief description of the Act. For more detailed information, consult the text of the law and related legislative documents at the Legislature's Web site at: <http://www.legis.wisconsin.gov>.

2015 WISCONSIN ACT 71

Act 71 provides that AGR contracts must require school boards to implement one or more of the statutorily defined strategies in **each** class in **each** participating grade at each participating school. Specifically, a school board must implement one of the following strategies in each class in each participating grade at each participating school: (1) professional development on small group instruction and reduction of class size to an 18:1 or 30:2 ratio; (2) instructional coaching for the class teachers; or (3) one-to-one tutoring for pupils in the class who are struggling with reading or math.

Act 71 also delays annual evaluations of the AGR program by one year. Under the Act, DPI must arrange for an annual evaluation of the program beginning in the 2018-19 school year.

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