MADISON METROPOLITAN SCHOOL DISTRICT

TAG Policy Development

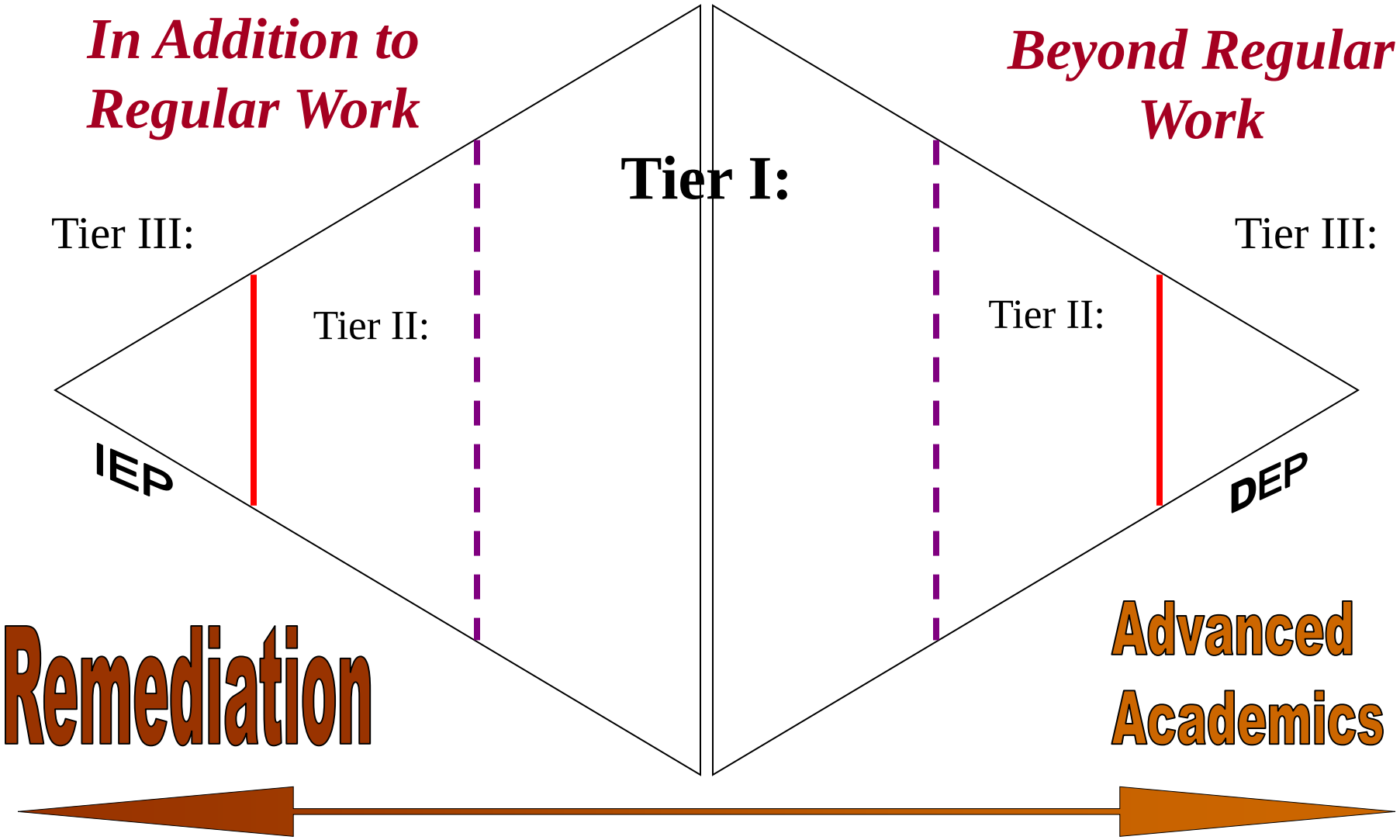
Board of Education Briefing

December 9, 2013

Overview and Outcomes

- Reminders of Best Practice
- Current Practice
- Data from MMSD
- Review input from Focus Groups
- Examine Implications for Policy
- Examine Implications for Practice

Response to Intervention



Best Practices

- ✓ Identification of needs should be universal and responsive to student diversity
- ✓ “Identification” must lead to a specific intervention or placement
- ✓ New learning should be based on a student’s current level of mastery

Best Practices

Professional Development should include…

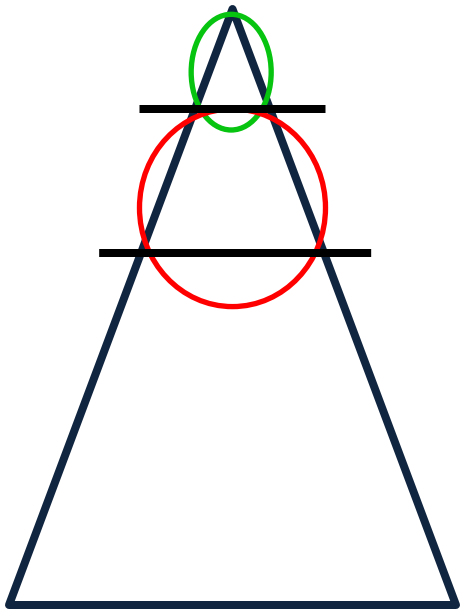
- ✓ Knowledge of state regulations and district policies and requirements
- ✓ Teacher training on differentiation for remediation and advanced academics

Accountability in…

- ✓ Planning for students above grade level
- ✓ Provision of challenge
- ✓ Demonstration of academic growth

Current Practice: MTSS

Consider academics, leadership, creativity, visual/performing arts



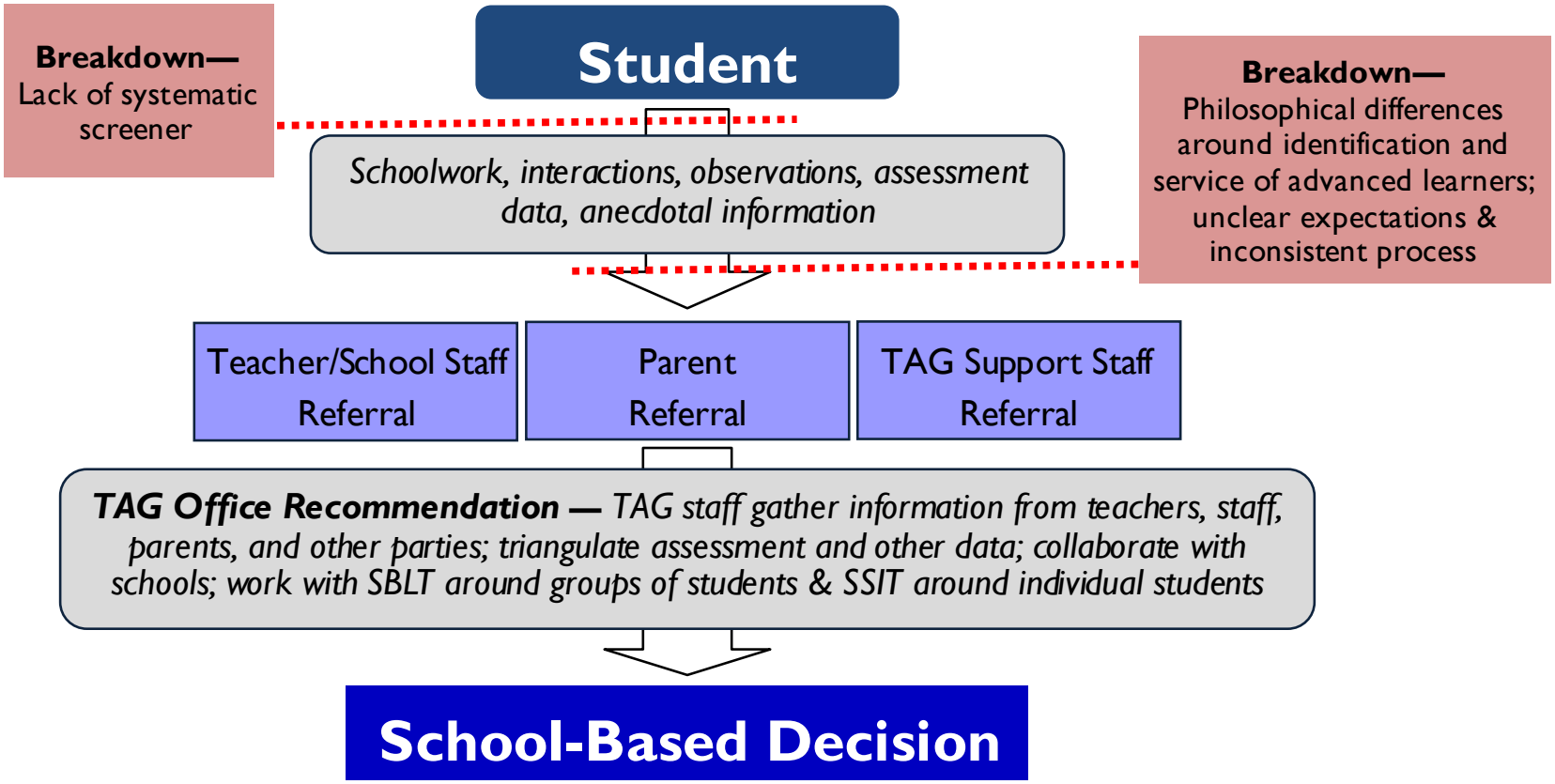
Tier 3 = Replacement curriculum, independent study, out of district opportunities

Tier 2 = Enrichment, depth & complexity, elaboration, etc.

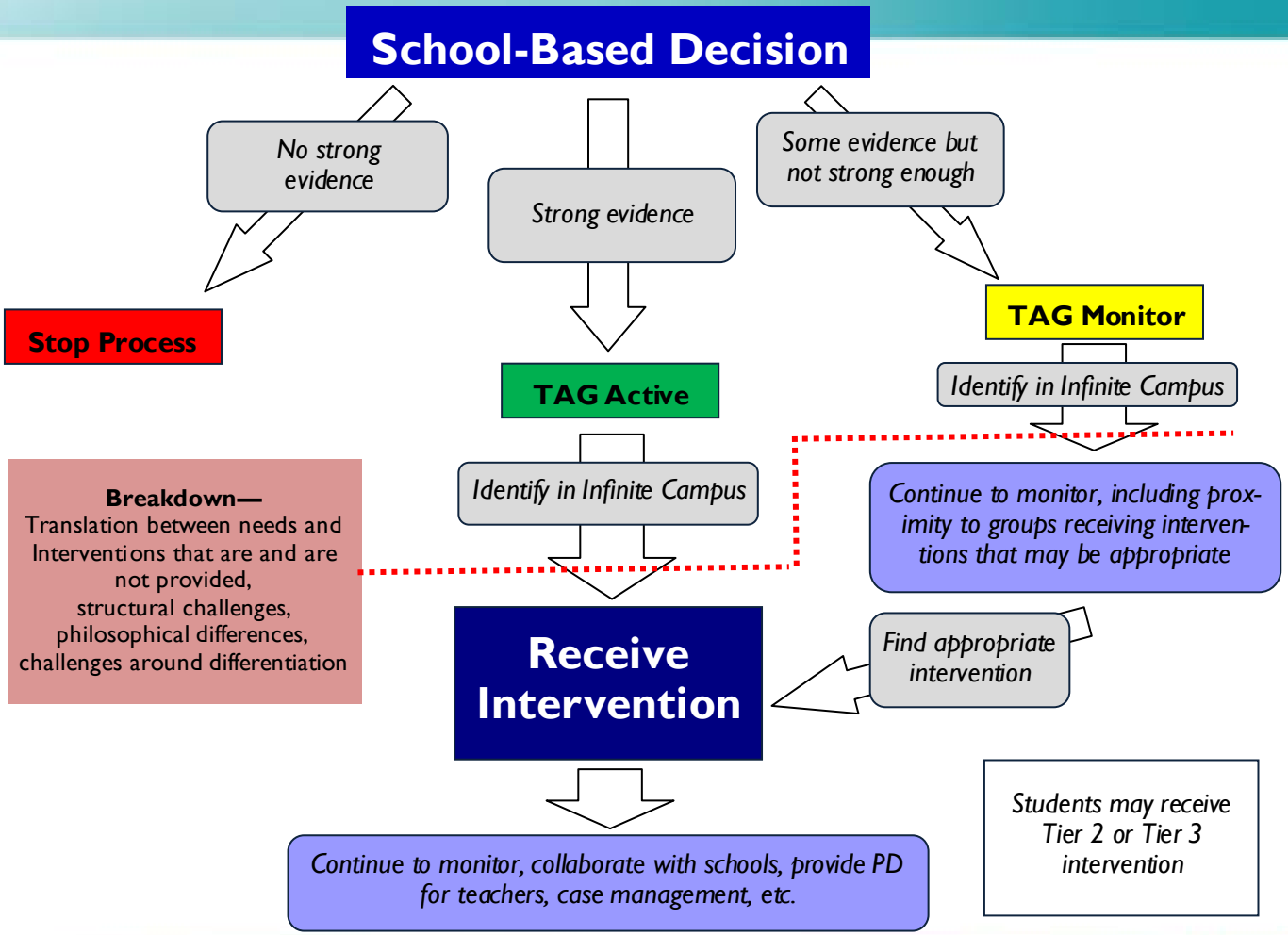
Tier 1 = Starts with strengthening the Core

Consider social-emotional concerns as needed

Current Practice: TAG Identification



Current Practice: TAG Identification



TAG Identifiers in Infinite Campus

Course codes K-8 student records as of Spring, 2013; no historical data

TAG ACTIVE	TAG MONITOR
Student who has identified needs and is formally receiving one or more advanced intervention(s) in Tiers 2 or 3	***Student has received advanced intervention(s) in the past but is currently not receiving any***
Interventions may be in academic areas and/or in Leadership, Creativity, Visual & Performing Arts	***Student who has been identified as having needs by the TAG Dept. but is not currently receiving interventions at the school***

Current Practice: Programming

- Provide approved resource options in Tiers 2-3 (Math and Literacy) and support to implement in schools
- Plan and support district-wide and area cohorts
- Plan and implement special events across district
- Continue to work with C&A to provide additional curricula and programming options for G/T/A learners

Current Practice: Professional Development

- PD on characteristics is being delivered to schools
- Information regarding IC updates shared with principals & teachers
- USTARS PD with TAG staff
- Building–based PD from TAG staff embedded into SBLT, team meetings, and with individual teachers

Current Practice: TAG Department Support to Schools

- Analyze student data
- Recommend students to schools
- Coach teachers to deliver interventions
- Deliver interventions to students in some cases
- Document student and interventions in IC
- Collaborate with SSIT in the problem-solving process regarding need and interventions
- Participate on SBLTs as appropriate to review data, make recommendations

Large TAG identification disparities between racial groups

Student Group	Total Number	TAG Active	TAG Monitor	TAG Active and Monitor	Not identified
Total	17402	5.8%	6.3%	12.1%	87.9%
African American	3260	1.1%	2.4%	3.4%	96.6%
Hispanic	3468	1.6%	3.3%	4.9%	95.1%
Asian	1614	9.7%	6.1%	15.9%	84.1%
White	7546	9.1%	9.8%	18.9%	81.1%
Two or more races	1437	5.4%	4.0%	9.4%	90.6%
Female	8462	5.2%	6.7%	11.9%	88.1%
Male	8940	6.5%	5.8%	12.3%	87.7%
ELL	4570	2.5%	3.4%	5.9%	94.1%
Special Ed	2488	2.2%	2.5%	4.7%	95.3%
Free/reduced Lunch	8890	1.3%	2.7%	4.1%	95.9%

Very large TAG disparities between Schools 2012-13 Identification by School

5 Highest and 5 Lowest Percent TAG Active & Monitor

School	Total Number	TAG Active & Monitor	Not TAG
Marquette Elementary	248	29.4%	70.6%
Hamilton Middle	735	26.4%	73.6%
Sherman Middle	419	23.6%	76.4%
Spring Harbor Middle	268	23.1%	76.9%
Crestwood Elementary	411	22.1%	77.9%
Thoreau Elementary	388	4.9%	95.1%
Wright Middle	245	4.5%	95.5%
Lincoln Elementary	367	2.7%	97.3%
Badger Rock Middle	94	2.1%	97.9%
Midvale Elementary	388	2.1%	97.9%

Large Gap

Number of students identified as TAG Active ranges from more than 50 to fewer than 5

TAG-Identified Student Achievement 2012-13

Achievement Measure	Grades Covered	TAG Active	TAG Monitor	Not TAG
MAP Reading Spring Proficiency	3-8	91.0%	75.0%	26.4%
MAP Reading Met Fall-Spring Growth Target	3-8	55.1%	50.6%	51.0%
MAP Math Spring Proficiency	3-8	94.8%	79.0%	33.2%
MAP Math Met Fall-Spring Growth Target	3-8	66.7%	61.3%	55.1%
WKCE Reading Proficiency	3-8	91.8%	72.8%	26.1%
WKCE Math Proficiency	3-8	95.7%	83.5%	35.9%
CogAT Verbal Above 50th Percentile for Age	2, 5	95.9%	91.8%	47.6%
CogAT Quantitative Above 50th Percentile for Age	2, 5	96.5%	90.9%	50.9%
CogAT Nonverbal Above 50th Percentile for Age	2, 5	93.5%	87.0%	54.0%

Higher growth for TAG students, especially TAG Active

TAG Active and TAG Monitor students show higher growth rates than their peers

MAP Advanced students showed lower growth than peers in Reading, similar growth in Math

Students scoring Advanced Fall 2012

Demographic Group	Reading			Math		
	Number Advanced Fall 2012	Fall Advanced % Meeting Fall-Spring Growth	District Overall % Meeting Fall-Spring Growth	Number Advanced Fall 2012	Fall Advanced % Meeting Fall-Spring Growth	District Overall % Meeting Fall-Spring Growth
Total	**1201**	**40%**	**53%**	**1163**	**58%**	**59%**
African American	24	29%	50%	10	70%	53%
Hispanic	45	27%	54%	40	70%	60%
Asian	128	38%	55%	195	58%	64%
White	919	41%	54%	837	58%	60%
Two or more races	76	38%	53%	73	58%	58%
Female	646	39%	53%	478	56%	59%
Male	552	40%	53%	681	60%	59%
ELL	61	44%	55%	122	64%	62%
Special Education	50	34%	55%	56	68%	56%
Free/Reduced Lunch	107	38%	53%	90	60%	57%

Focus Groups—Synthesis

- TAG services need to be more clear and aligned to MTSS/RTI
- There should be more focus on the social-emotional needs of G/T/A learners
- More support is needed for PD for Teachers
- Communication among parents, schools and TAG staff needs to increase the information flow and provide more feedback to parents
- G/T/A Students need to learn with intellectual peers

Implications for Practice

- Provide universal screening at every level to create a pool of “TAG-eligible” students to be considered for interventions
- Use Consideration Rosters to provide more uniform practices for determining students who need to receive services beyond strong core instruction
- Ensure this process leads to identification of students in under-represented groups

Implications for Practice

- Ensure school level data use to set goals and monitor progress of all students, including advanced students
- Further identify resources for Tier 2 interventions
- Develop strategy for systemically addressing students who need Tier 3 support in academic areas
- Improve process for communication with parents to ensure their involvement in decision-making

Implications for Policy

- MMSD must establish a **clear and systematic approach to identification and monitoring** of students who are advanced learners in **one or more domains**
- MMSD must implement specific **strategies to identify and support advanced learners from under-represented groups**
- MMSD must ensure that **communication between school staff, TAG staff and parents** is **rich, frequent and accurate**

Implications for Policy

- MMSD must insist on thoughtful scheduling and **cluster/ flexible groupings** and **honors classes** when the general education environment cannot adequately address student needs
- MMSD must continually provide **professional development for all educators** so that they recognize and address the needs of advanced learners
- **Addressing social-emotional needs** of advanced learners is **critical to their achievement and success**
- MMSD **school staff, TAG staff** and **parents must collaborate for G/T/A learners to grow and thrive**

Next Steps

- Policy Draft presented February 3, 2014
- Policy vote February 24, 2014

Talented and Gifted (TAG) Identification and Achievement 2012-13

Key Findings

1. The TAG identification process in MMSD does not always work in tandem with the intended interventions, with inconsistencies between schools leading to process breakdowns. There are large disparities in identification of students having advanced needs by demographic groups and by school that may depend on these practices.
2. As a result, data on students identified as needing advanced interventions is of limited utility.
3. Issues around TAG identification and practice in MMSD are not unique and follow national trends.
4. For those students who are identified as needing advanced interventions, proficiency levels on standardized achievement tests are much higher and rates of meeting fall to spring growth targets on the MAP are higher than non-identified students.

This report discusses TAG participation and achievement during the 2012-13 school year. In MMSD, TAG status does not reflect whether a student is an advanced learner; instead, it reflects that a student has been identified for an advanced intervention. First, we outline the process of TAG identification, both as it relates to district TAG policy and as it is practiced at various schools. Then, we examine participation rates by demographic group, grade, and school. In addition, we look at the performance of TAG students and students not identified as having advanced needs on a few key achievement tests from 2012-13. This report can help reveal trends and areas for further examination to support the development of a new TAG policy.

Data

Students identified as needing advanced interventions are classified as "TAG Active" or "TAG Monitor." TAG Active students currently receive interventions. TAG Monitor students are students who formerly received interventions, students who are being monitored for additional support to increase success in a domain, or students whom TAG staff have recommended for interventions but are not actively receiving interventions from their school. For this report, students are identified as TAG Active or TAG Monitor based on whether they are rostered into the appropriate course in Infinite Campus. The student list used to calculate TAG participation and achievement includes all students enrolled at the end of the 2012-13 school year. No high school students were rostered into TAG courses during 2012-13, so this report includes only grades K-8. This process of flagging students first occurred in 2012-13, so no trend data is available.

Standardized tests reflected in the TAG Achievement section include the Measures of Academic Progress (MAP), Wisconsin Knowledge & Concepts Examination (WKCE), and Cognitive Abilities Test (CogAT). The MAP is used to assess student performance, as well as for school-level goal-setting as part of the School Improvement Plan (SIP) process. The WKCE is Wisconsin's standardized test used for school accountability. The CogAT is an additional assessment administered to help identify students for TAG services who may not perform highly on other tests or whose achievement may not match their reasoning skills through verbal, quantitative, and nonverbal sections.

National Context

A 2010-11 report from the National Association for Gifted Children said that the education of advanced students nationwide is plagued by four major problems: a disturbing lack of accountability, limited support for high-potential and high-ability students, teachers unprepared to meet students' needs, and a patchwork collection of services. They describe "a crazy quilt collection of services and inconsistency from district to district and even school house to school house within districts." The NAGC says that states "address gifted education in a highly uneven and fragmented manner" and that there are "gaps in identifying and serving gifted students from minority and disadvantaged backgrounds." In addition, most teachers are not trained in how to meet the needs of gifted students.

TAG Identification Narrative

The existing TAG plan describes many ways that a student could be identified for TAG interventions: parent and community member referrals, evidence from universal screeners, benchmarking and/or progress monitoring scores, and many forms of qualitative evidence including observation, class assignments, activities, and awards. To better determine how TAG identification plays out in practice, we spoke with nine staff members representing seven schools with varying levels of TAG participation and asked them to describe TAG identification at their school.

All schools spoke of a TAG identification process that involves test scores, parent referrals, and teacher referrals, similar to what is laid out in the district's TAG plan. Students are rarely identified based on a single measure; instead, triangulation is key. In some cases, students might be identified who do not meet the normal criteria for TAG services but excel locally and have demonstrated potential to grow into an advanced learner but may not have had the opportunity to do so. This is especially true when examining local norms in an effort to increase the diversity of students who need and receive advanced interventions. Teacher referrals are more common than parent referrals. Some referrals do not result in the student receiving services, as it may be determined that their needs are already being met, although these situations sometimes resulted in parents choosing to home school their children or send them to private schools. One staff member felt that "referral forms did not match what we say we're doing as a district."

Math and literacy programs for gifted students are the strongest, while leadership and visual and performing arts remain a challenge, both in identification and services offered. Staff perceived that once a student was identified as needing TAG intervention, they typically kept that identification for years but could lose it if it was determined they no longer had additional needs. Identifying students for TAG services was less common at higher grades; at the middle school level, the process was described as "less about identification and more about monitoring." At the high school level, one interviewee said that "in 11 years, I can't remember going through the process of identifying a kid for TAG;" instead, gifted students either came to the high school with TAG status from earlier grades or met their needs for an additional challenge through taking honors and Advanced Placement courses. Some schools were more active in deciding whether students needed TAG services, while others relied on the expertise of TAG staff to make those determinations.

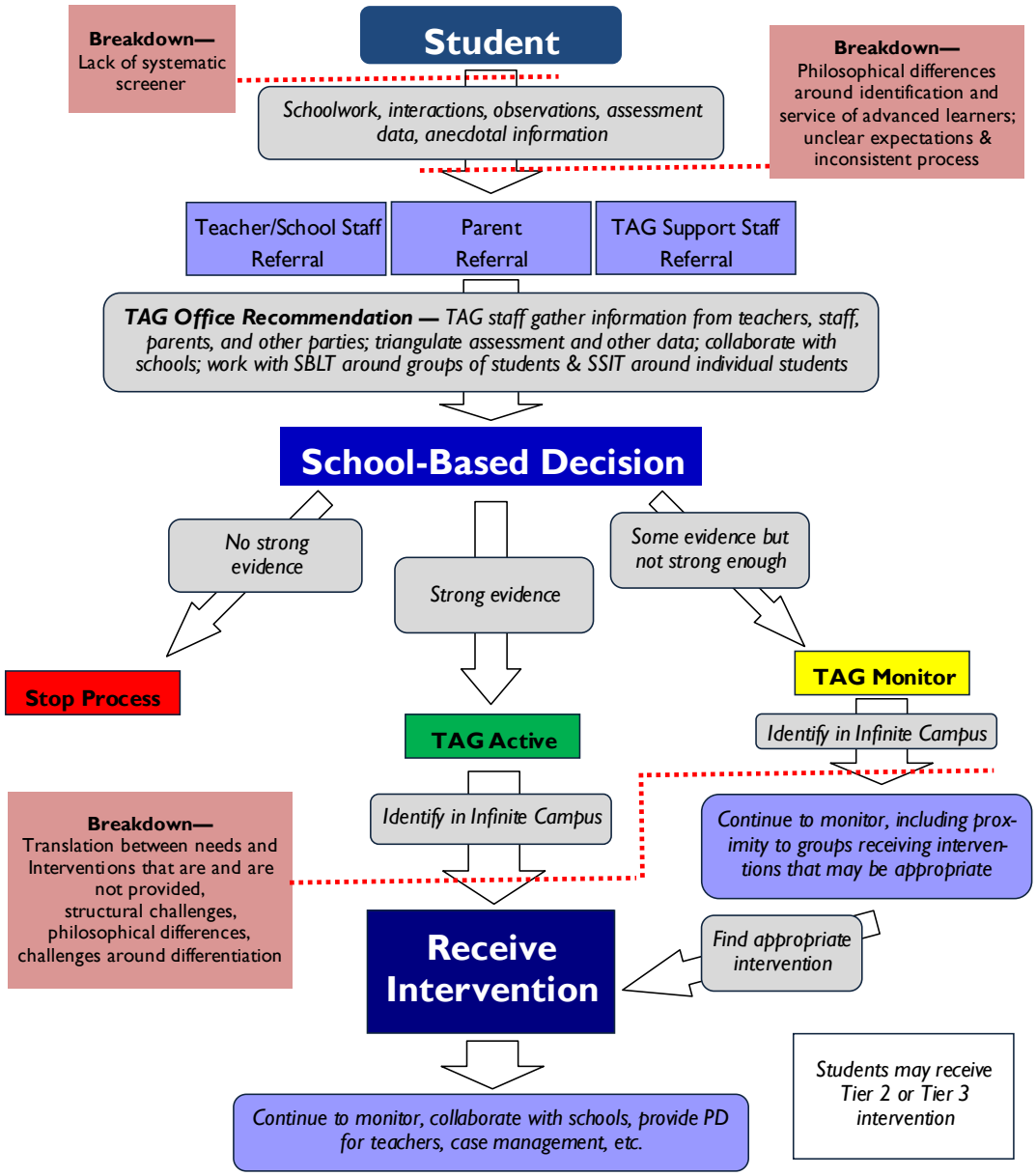
The overall picture of identification of students with advanced needs was that of a complex and somewhat subjective process that often played out very differently depending on where a student was enrolled. All methods mentioned in the existing TAG plan came up, as did the use of "local norms," or identifying the top-performing students in each building for services regardless of performance relative to district and national norms. One staff member indicated that they "never really had a clear sense of qualifying for services under the model we're using."

How schools chose to handle gifted students who needed additional support varied greatly. Some schools relied more heavily on the support of district-level TAG staff, while others tried to meet the needs of gifted students through in-class differentiation or flexible grouping, sometimes across classrooms. Many students receiving additional challenging work in these buildings were never officially identified as TAG in Infinite Campus because schools felt their needs were met without TAG staff intervention. One school indicated that their students were "getting TAG services all the time. There's not an [Infinite Campus] system to flag the differentiation we're doing, but it's happening." Another felt that the increased rigor that came with the implementation of the Common Core State Standards meant more students' needs could be met within the core. At the high school level, gifted students were perceived as "the kids with parents who push them to do the right things," so although some conversations occurred around students' needs at SSIT, gifted students largely found a challenge through their coursework on their own or with the guidance of their teachers and counselors. This variance between schools led to data issues; as one staff member indicated, "All of our [TAG] data is pretty flawed at this point because we're working under multiple models depending on what the school was open to."

The key takeaway from these conversations is that the percent of students designated as TAG Active and TAG Monitor does not necessarily indicate the level of services provided to gifted students in a school. Instead, it reflects the level of involvement and engagement of TAG staff and the willingness of the school to work with that staff person.

It is important to note that the concerns outlined above are not unique to MMSD. The inconsistency described in national research is playing out locally, but as mentioned earlier, it is far from a local problem.

TAG Identification Process



The process map above outlines TAG identification in MMSD. The TAG identification process follows the Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) framework.

The process as outlined above does not always work as intended; instead, there are breakdowns throughout. There is no systematic screener in place to identify students at all levels. District staff also have philosophical differences about on how advanced learners should be served and who should serve them, how students should be grouped, and which resources should be applied to advanced learners, among other issues. Structural challenges include school schedules and availability of time. Challenges around differentiation also cause the process to break down, as some teachers may not feel adequately prepared to differentiate for advanced learners. As mentioned earlier, these challenges are not unique to MMSD.

The implication of early breakdowns is that some students who would benefit from TAG services may not be referred or considered. The implications of later breakdowns are that some students with an identified need may not be flagged in Infinite Campus as TAG and that some students may not receive an intervention that meets their identified needs.

TAG Rates of Identification for Interventions (K-8 only)
By Demographic Group

Student Group	Total Students	TAG Active	TAG Monitor	Not Identified
Total	**17402**	**5.8%**	**6.3%**	**87.9%**
African American	3260	1.1%	2.4%	96.6%
Hispanic	3468	1.6%	3.3%	95.1%
Asian	1614	9.7%	6.1%	84.1%
White	7546	9.1%	9.8%	81.1%
Two or more races	1437	5.4%	4.0%	90.6%
Female	8462	5.2%	6.7%	88.1%
Male	8940	6.5%	5.8%	87.7%
ELL	4570	2.5%	3.4%	94.1%
Special Education	2488	2.2%	2.5%	95.3%
Free/Reduced Lunch	8890	1.3%	2.7%	95.9%

Overall, slightly more than 12% of students in grades K-8 are identified as either TAG Active or TAG Monitor. These numbers vary by race; for example, nearly 19% of white students are identified, while less than 4% of African American students and less than 5% of Hispanic students are identified. English Language Learners, special education students, and students receiving free or reduced lunch also are identified at lower rates than their peers.

By School

School	Total Students	TAG Active	TAG Monitor	Not Identified
Allis Elementary	370	5.4%	1.6%	93.0%
Chavez Elementary	611	2.9%	6.2%	90.8%
Crestwood Elementary	411	17.5%	4.6%	77.9%
Elvehjem Elementary	434	4.1%	15.2%	80.6%
Emerson Elementary	367	2.2%	7.6%	90.2%
Falk Elementary	307	4.9%	9.4%	85.7%
Franklin Elementary	374	3.5%	3.7%	92.8%
Glendale Elementary	410	0.5%	5.1%	94.4%
Gompers Elementary	243	6.2%	5.8%	88.1%
Hawthorne Elementary	347	3.7%	10.1%	86.2%
Huegel Elementary	439	7.7%	0.7%	91.6%
Kennedy Elementary	569	1.4%	4.0%	94.6%
Lake View Elementary	260	4.6%	6.2%	89.2%
Lapham Elementary	236	8.1%	7.6%	84.3%
Leopold Elementary	634	5.2%	1.6%	93.2%
Lincoln Elementary	367	0.3%	2.5%	97.3%
Lindbergh Elementary	239	2.9%	9.2%	87.9%
Lowell Elementary	298	5.7%	14.8%	79.5%
Marquette Elementary	248	7.3%	22.2%	70.6%
Mendota Elementary	317	3.2%	7.3%	89.6%
Midvale Elementary	388	2.1%	0.0%	97.9%
Muir Elementary	402	5.0%	4.2%	90.8%
Nuestro Mundo Elementary	288	2.1%	11.8%	86.1%
Olson Elementary	460	8.7%	5.7%	85.7%
Orchard Ridge Elementary	291	4.1%	8.6%	87.3%
Randall Elementary	387	13.2%	7.5%	79.3%
Sandburg Elementary	364	0.8%	6.6%	92.6%
Schenk Elementary	439	1.6%	4.1%	94.3%
Shorewood Elementary	408	9.8%	6.1%	84.1%
Stephens Elementary	477	10.1%	4.8%	85.1%
Thoreau Elementary	388	4.9%	0.0%	95.1%
Van Hise Elementary	384	4.2%	6.3%	89.6%
Badger Rock Middle	94	1.1%	1.1%	97.9%
Black Hawk Middle	383	4.2%	5.5%	90.3%
Cherokee Middle	521	4.8%	1.0%	94.2%
Hamilton Middle	735	9.4%	17.0%	73.6%
Jefferson Middle	534	12.4%	9.6%	78.1%
O'Keeffe Middle	459	12.9%	0.9%	86.3%
Sennett Middle	608	6.4%	1.0%	92.6%
Sherman Middle	419	11.7%	11.9%	76.4%
Spring Harbor Middle	268	6.3%	16.8%	76.9%
Toki Middle	505	4.4%	5.7%	89.9%
Whitehorse Middle	449	5.6%	1.6%	92.9%
Wright Middle	245	1.2%	3.3%	95.5%

Large disparities exist between schools in the percentage of students identified for TAG. The percentage of TAG Active students ranges from 17.5% (Crestwood) to 0.3% (Lincoln).

TAG-Identified Student Achievement 2012-13

Achievement Measure	Grades Covered	TAG Active	TAG Monitor	Not Identified
MAP Reading Spring Proficiency	3-8	91.0%	75.0%	26.4%
MAP Reading Met Fall-Spring Growth Target	3-8	55.1%	50.6%	51.0%
MAP Math Spring Proficiency	3-8	94.8%	79.0%	33.2%
MAP Math Met Fall-Spring Growth Target	3-8	66.7%	61.3%	55.1%
WKCE Reading Proficiency	3-8	91.8%	72.8%	26.1%
WKCE Math Proficiency	3-8	95.7%	83.5%	35.9%
CogAT Verbal Above 50th Percentile for Age	2, 5	95.9%	91.8%	47.6%
CogAT Quantitative Above 50th Percentile for Age	2, 5	96.5%	90.9%	50.9%
CogAT Nonverbal Above 50th Percentile for Age	2, 5	93.5%	87.0%	54.0%

Across a vector of achievement tests, as expected, TAG-identified students have higher proficiency rates than their peers who are not in TAG. What is encouraging, though, is that TAG Active students also are more likely than their peers to meet fall to spring growth targets in both reading and math on the MAP. These growth targets are based on prior performance, so students at higher achievement levels are expected to grow less than those at lower achievement levels, but this indicates that these students are achieving highly and continuing to grow as expected.

Next Steps: Consideration Roster Development

From our review of qualitative and quantitative data, we know that identification of students with advanced needs and assignment to TAG interventions is an area with significant room for growth. TAG staff will work with the Research & Program Evaluation Office and Technical Services to develop an interactive and customized consideration roster for advanced interventions that will be available on the Data Dashboard. This consideration roster will include key pieces of data on each student compiled in one place to allow for efficient and holistic review of a student's strengths and areas where they may need additional support. TAG staff will decide which pieces of qualitative and quantitative data should be included for each student. Using this consideration roster, TAG staff will be better able to identify students with advanced needs in a systematic way and assign appropriate interventions to ensure that advanced learners receive the support they need.

Appendix: MAP Advanced Learners (Grades 3-8)

Given the issues with TAG identification and the variation in TAG services, another useful way to think about advanced learners is to look at students who scored Advanced (aligned to the WKCE) in either Reading or Math on the Fall 2012 Measures of Academic Progress (MAP) test. In this appendix, we present the percent of students scoring Advanced in Fall 2012 who met Fall to Spring MAP growth targets, disaggregated by demographic group and school. We also present the Spring WKCE-aligned MAP performance levels (Minimal, Basic, Proficient, or Advanced) for students scoring Advanced in the Fall. To protect student privacy, school-level results are not presented for schools with 6 or fewer students scoring Advanced in either Math or Reading. Note: the sum of male and female does not equal the total because demographic information is missing for a small number of tested students.

MAP and Advanced Learners

The MAP is a computer-adaptive test, which means that questions increase or decrease in difficultly based on a student's answers to prior questions. MAP questions can become very difficult, which means that the test does a good job of separating out advanced learners and does not have the same "ceiling effect" observed in many other assessments where the top performers all cluster around a certain maximum score.

In addition, MAP growth targets are set based on the performance of similar students nationwide. Therefore, MAP growth targets for advanced learners are reasonable because they represent the average growth of students performing at a similar level. MAP growth calculations are subject to some variability, as with any assessment results. If a student misses their growth target by less than five points, we cannot say with certainty that they did not achieve typical growth. If a student misses their growth target by five or more points, we can be more certain their growth was below typical.

Demographics of MAP Advanced Students vs. TAG-Identified Students

	MAP Advanced Fall 2012 Reading	MAP Advanced Fall 2012 Math	TAG Active	TAG Monitor
Number of Students	1198	1159	1014	1090
African American	2%	1%	3%	7%
Hispanic	4%	3%	5%	11%
Asian	11%	17%	15%	9%
White	77%	72%	68%	68%
Two or more races	6%	6%	8%	5%
Female	54%	41%	43%	52%
Male	46%	59%	57%	48%
ELL	5%	11%	11%	14%
Special Education	4%	5%	5%	6%
Free/Reduced Lunch	9%	8%	12%	22%

The table above shows the demographic breakdown of students scoring advanced on the Reading and Math sections of the MAP in Fall 2012 compared to the demographic breakdown of TAG Active and TAG Monitor students during 2012-13. For example, of 1198 students who scored Advanced on MAP Reading in Fall 2012, 2% were African American, 77% were white, and 46% were male.

The population of TAG-identified students shows greater racial diversity than the population of students scoring Advanced on the MAP. For example, 77% of students scoring Advanced in Reading and 72% of those scoring Advanced in Math were white, but the TAG Active and TAG Monitor groups each were only 68% white.

MAP Advanced Learner Growth

By Demographic Group

Demographic Group	Reading			Math		
	Number Advanced Fall 2012	Fall Advanced % Meeting Fall-Spring Growth	District Overall % Meeting Fall-Spring Growth	Number Advanced Fall 2012	Fall Advanced % Meeting Fall-Spring Growth	District Overall % Meeting Fall-Spring Growth
Total	**1201**	**40%**	**53%**	**1163**	**58%**	**59%**
African American	24	29%	50%	10	70%	53%
Hispanic	45	27%	54%	40	70%	60%
Asian	128	38%	55%	195	58%	64%
White	919	41%	54%	837	58%	60%
Two or more races	76	38%	53%	73	58%	58%
Female	646	39%	53%	478	56%	59%
Male	552	40%	53%	681	60%	59%
ELL	61	44%	55%	122	64%	62%
Special Education	50	34%	55%	56	68%	56%
Free/Reduced Lunch	107	38%	53%	90	60%	57%

The table above shows the number of students scoring Advanced in fall 2012 and the percent of those students meeting their fall to spring growth target. For additional context, the table shows the percent of students in the district overall in each demographic group meeting fall to spring growth targets. Percentages of advanced students meeting growth targets that are more than 5% lower than the school overall are colored red; percentages of advanced students meeting growth targets that are more than 5% higher than the school overall are colored green.

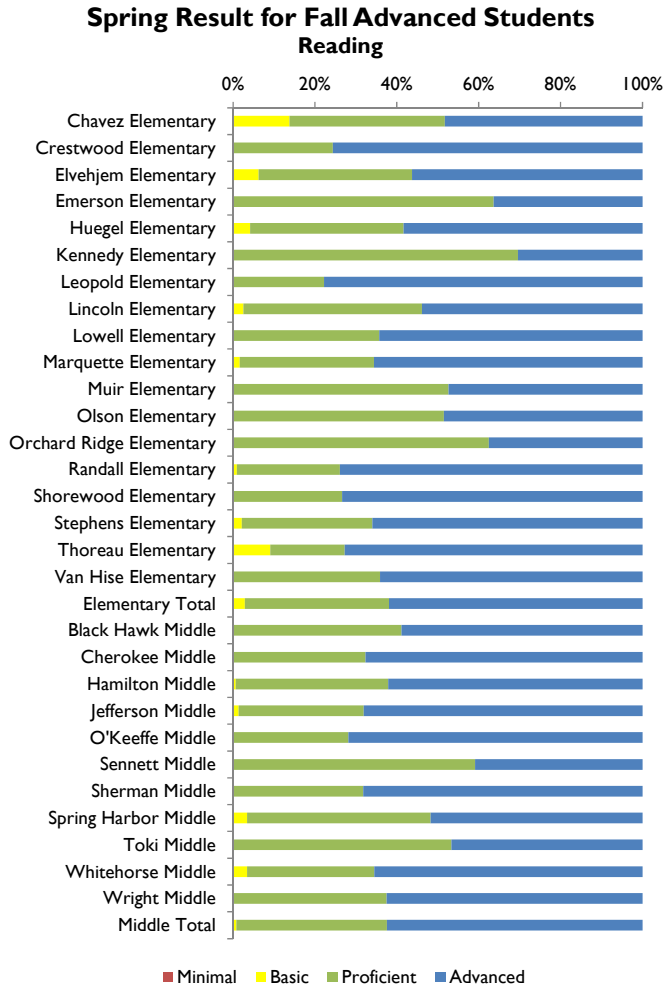
By School

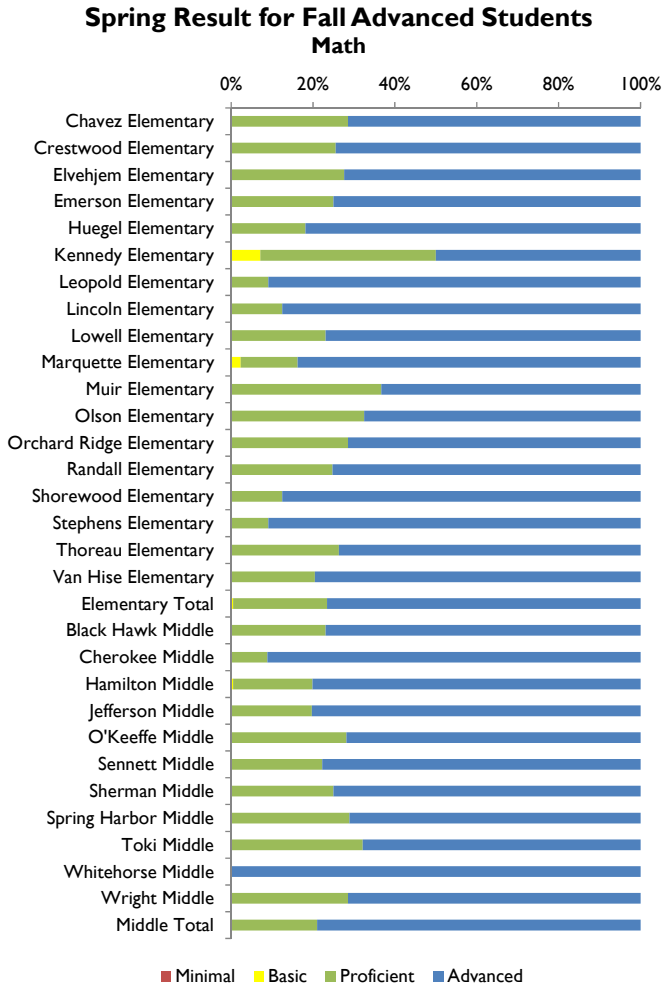
School	Reading			Math		
	Fall Number Advanced	Fall Advanced Percent Meeting Fall-Spring Growth Target	School Overall Percent Meeting Fall-Spring Growth Target	Fall Number Advanced	Fall Advanced Percent Meeting Fall-Spring Growth Target	School Overall Percent Meeting Fall-Spring Growth Target
Chavez Elementary	29	45%	42%	21	52%	58%
Crestwood Elementary	41	54%	56%	47	51%	58%
Elvehjem Elementary	32	41%	51%	29	55%	56%
Emerson Elementary	11	9%	44%	8	50%	51%
Huegel Elementary	24	33%	51%	11	73%	59%
Kennedy Elementary	23	22%	46%	14	43%	49%
Leopold Elementary	9	44%	60%	11	82%	65%
Lincoln Elementary	39	33%	48%	24	71%	65%
Lowell Elementary	28	39%	52%	13	46%	63%
Marquette Elementary	61	52%	56%	43	70%	69%
Muir Elementary	19	37%	49%	30	50%	55%
Olson Elementary	33	21%	36%	40	50%	43%
Orchard Ridge Elementary	8	0%	42%	7	57%	50%
Randall Elementary	111	42%	54%	101	54%	63%
Shorewood Elementary	60	45%	59%	56	70%	65%
Stephens Elementary	47	51%	52%	44	57%	64%
Thoreau Elementary	22	45%	52%	19	58%	49%
Van Hise Elementary	39	36%	52%	44	59%	62%
Elementary Total	**701**	**40%**	**51%**	**606**	**58%**	**57%**
Black Hawk Middle	17	35%	54%	13	38%	64%
Cherokee Middle	34	38%	63%	45	64%	64%
Hamilton Middle	161	35%	53%	211	58%	61%
Jefferson Middle	72	51%	56%	76	55%	52%
O'Keeffe Middle	71	42%	57%	71	56%	60%
Sennett Middle	22	32%	56%	27	63%	60%
Sherman Middle	22	45%	54%	12	67%	60%
Spring Harbor Middle	29	31%	59%	45	58%	67%
Toki Middle	30	27%	54%	28	61%	54%
Whitehorse Middle	29	45%	60%	20	85%	63%
Wright Middle	8	50%	66%	7	57%	71%
Middle Total	**500**	**39%**	**56%**	**557**	**59%**	**61%**

The table above shows the number of students scoring Advanced in fall 2012 and the percent of those students meeting their fall to spring growth target. For additional context, the table shows the percent of students in the school overall meeting fall to spring growth targets. Percentages of advanced students meeting growth targets that are more than 5% lower than the school overall are colored red; percentages of advanced students meeting growth targets that are more than 5% higher than the school overall are colored green.

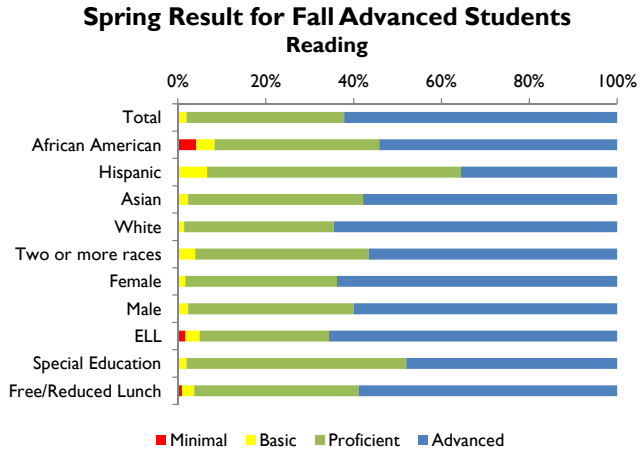
Among students scoring Advanced in the fall, a much higher percentage met their fall to spring growth target in Math than in Reading. Students scoring Advanced in reading met growth targets at lower rates relative to their schools overall, but students scoring Advanced in math met growth targets at similar rates to their schools overall.

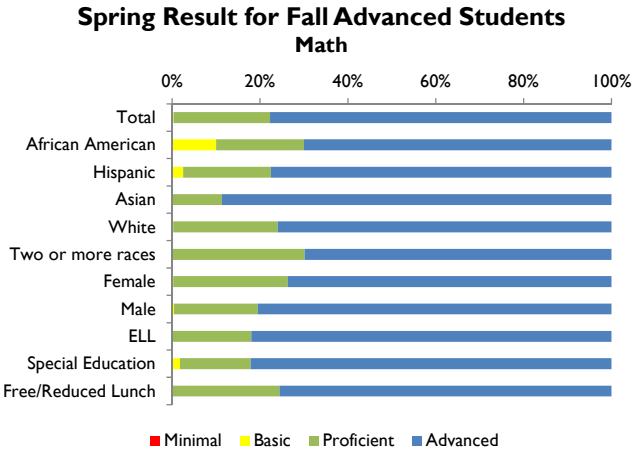
The following schools did not have more than six students scoring advanced in reading and math in fall 2012 and are not presented above to protect student privacy: Allis, Falk, Glendale, Gompers, Hawthorne, Lake View, Lindbergh, Mendota, Nuestro Mundo, Sandburg, Schenk, and Badger Rock.





Among students scoring Advanced in the fall, a much higher percent scored Advanced again in the spring in Math than in Reading. Spring result distributions vary between schools but are mostly similar, and for all schools, almost no Advanced students dropped below proficiency from fall to spring.





Among students scoring Advanced in the Fall, a much higher percent scored Advanced again in the Spring in Math than in Reading. Spring result distributions for students scoring Advanced in the fall are similar across demographic groups.