



2014-15 Advanced Learner Data Update

Key Findings

1. In 2014-15, 3,660 students were identified as advanced learners in grades K-8, accounting for about 19% of all K-8 students.
2. The demographic diversity of the students identified as advanced learners increased from 2013-14 to 2014-15 by race/ethnicity, income, and English Language Learner (ELL) status.
3. Advanced learners exhibit higher attendance rates, lower incidence of negative behavior, and higher proficiency rates than their peers, as well as higher MAP growth rates.

Background

In MMSD, an advanced learner is a student who has demonstrated high performance or the potential for high performance in one or more areas, receiving intervention to accelerate their work above and beyond grade level. Support for advanced learners is coordinated by the Advanced Learning (AL) Department. This support comes in a variety of forms, from whole grade acceleration, to differentiation and extension within the core, to development of talent in the arts, leadership, and creativity. As of 2014-15, advanced learners are a potential focus group within School Improvement Plans (SIPs) and one of the standard reporting groups for Strategic Framework milestones. You can learn more about support and opportunities on the Advanced Learning website at advanced.madison.k12.wi.us.

In this report, we present data for advanced learners from the 2014-15 school year, with 2013-14 included as well when relevant to illustrate changes. The data presented falls into two categories: identification and outcomes.

Data Notes

All data in this report is based on the complete population of students enrolled at the end of the 2013-14 and 2014-15 school years. As a result, there may be minor differences between the results reported here and data appearing in the context of the 2014-15 annual report, which includes only students from our district accountability population.

Identification of students as advanced learners occurs in grades K-8. High school students are not designated as advanced learners because students with learning needs beyond grade level are served by accessing higher-level coursework.

We do not present data prior to the 2013-14 school year. While reviewing advanced learner records from earlier years, we discovered that advanced learner identification often was recorded inaccurately, and as such, any data from prior years would be highly inaccurate and misleading. Advanced Learning staff were responsible for cleaning up identification records starting in 2013-14 and data from that year forward is accurate.

Advanced Learner Identification

The table below shows the number of students in grades K-8 identified as advanced learners overall and by domain.

Table 1: Students Identified as Advanced Learners

Domain	2013-14	2014-15
Total	3984	3660
Creativity	48	12
General Intellectual	518	457
Language Arts Specific Academic	1830	1304
Leadership	32	179
Math Specific Academic	1631	973
Music	256	303
Science Specific Academic	165	53
Social Studies Specific Academic	4	7
Visual Arts	275	256

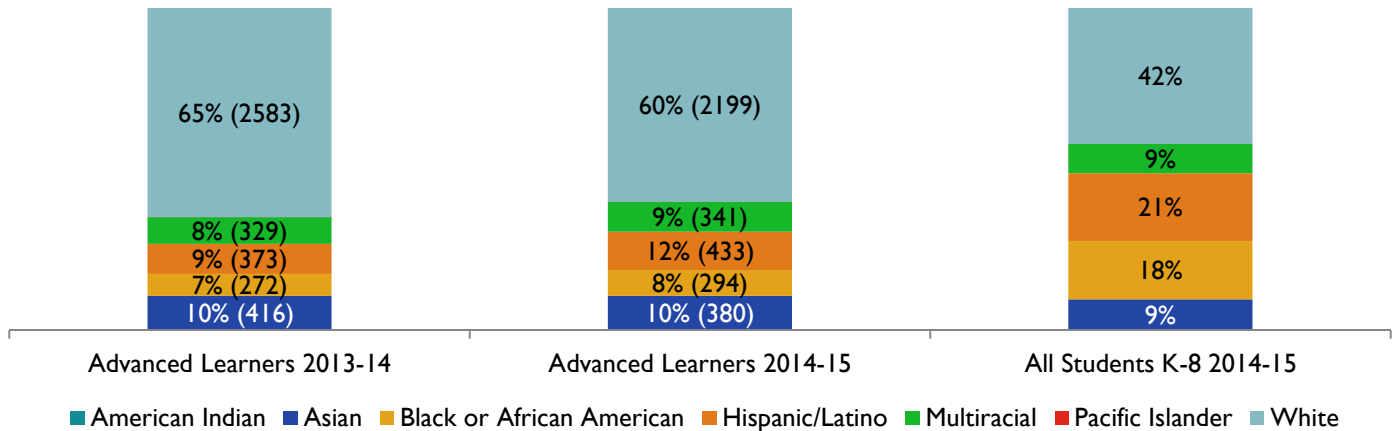
Note: The sum of identifications within domains is different than the total because students can be identified in multiple domains and because students can be identified as advanced learners without a specific domain.

Total identification decreased from 2013-14 to 2014-15, although identification increased in Leadership and Music.



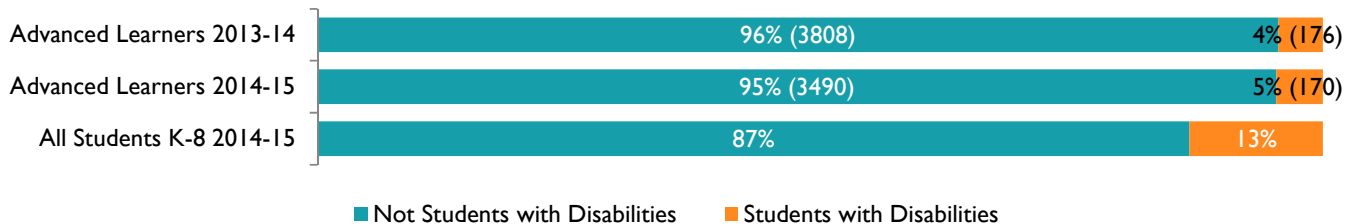
The graph below shows the racial/ethnic demographics of students identified as advanced learners relative to the demographics of all K-8 students.

Figure 1: Demographics of Advanced Learners by Race/Ethnicity



The next four graphs show the demographics of advanced learners relative to the district overall by disability status, income, ELL status, and gender. The numbers in parentheses show the number of advanced learners represented by the percentages indicated.

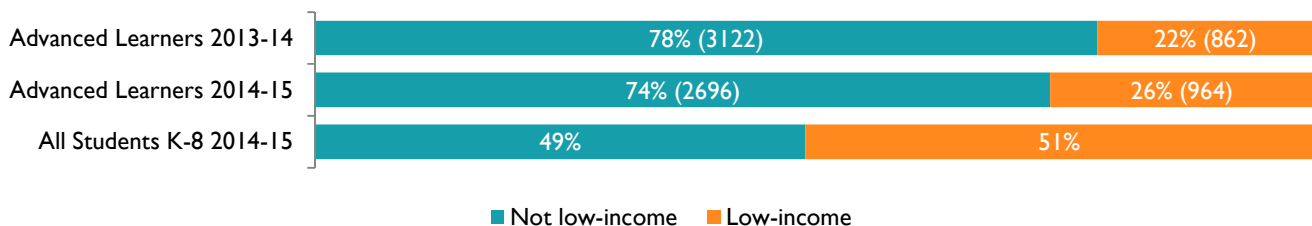
Figure 2: Demographics of Advanced Learners by Disability Status



Note: this graph reflects students with disabilities who are receiving special education services.

The percent of advanced learners receiving special education services is lower than the percent for the district overall and increased slightly from 2013-14 to 2014-15.

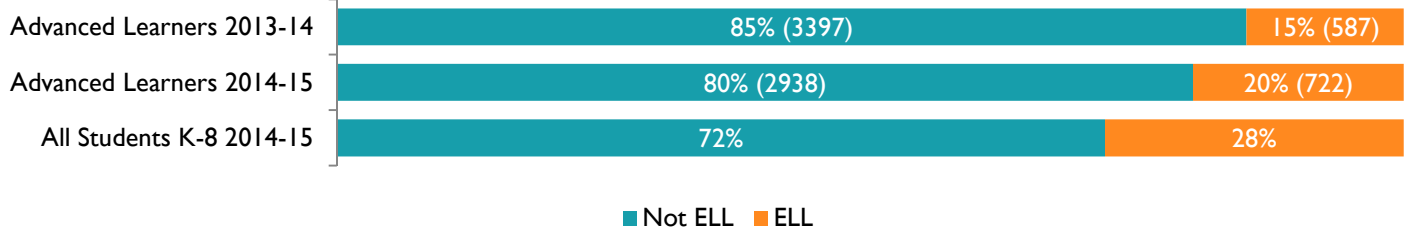
Figure 3: Demographics of Advanced Learners by Income



Advanced learners have higher income levels than their peers, although the percent of advanced learners who are low-income increased from 22% to 26%.

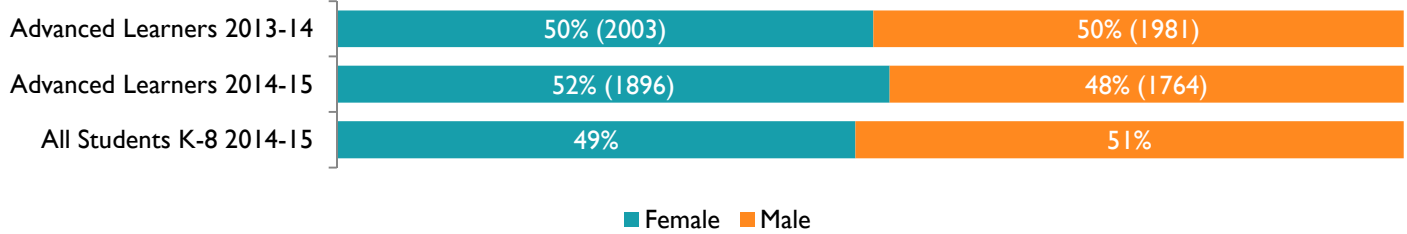


Figure 4: Demographics of Advanced Learners by ELL Status



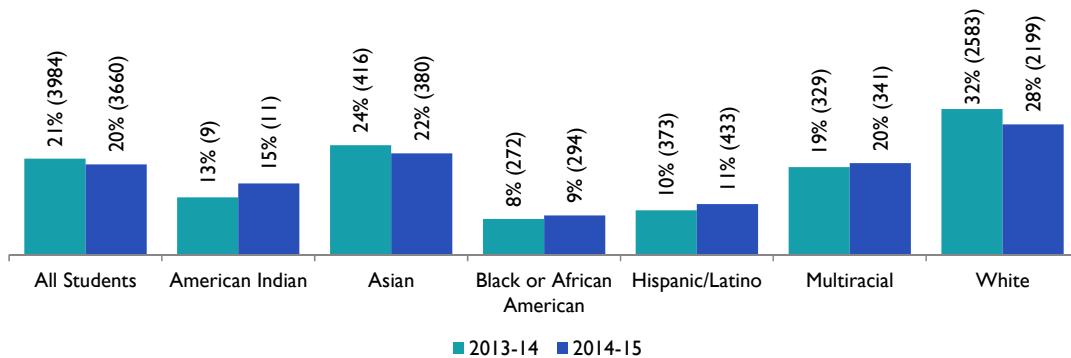
Advanced learners are less likely to be English Language Learners, although the percent of advanced learners who are ELL increased from 15% to 20% and is now within ten percentage points of the district total.

Figure 5: Demographics of Advanced Learners by Gender



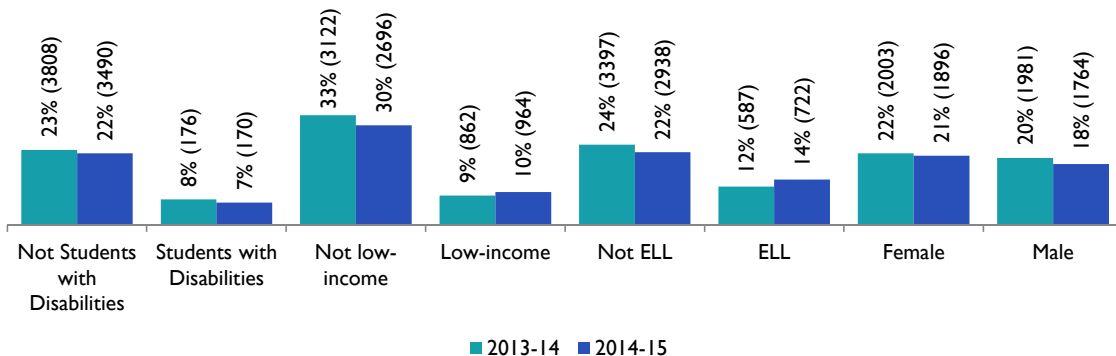
Advanced learner identification by gender mirrors the composition of the district overall.

Figure 6: Advanced Learner Identification Rates by Race/Ethnicity



Although identification rates overall have declined, rates for African-American, Hispanic/Latino, and multiracial students have increased, contributing to the increased racial/ethnic diversity of advanced learners.

Figure 7: Advanced Learner Identification Rates by Other Demographic Groups



As overall identification rates have decreased, identification for low-income students and English Language Learners has increased, again diversifying the district's advanced learners.



Advanced Learner Outcomes

The table below shows attendance and behavior data for advanced learners in grades K-8 relative to their peers.

Table 2: 2014-15 K-8 Engagement Data by Advanced Learner Status

Measure	Advanced Learner	Not Advanced Learner
Attendance Rate	96.0%	94.4%
Average Out-of-School Suspensions	0.01	0.07
Percent with any Out-of-School Suspensions	1%	3%
Average Behavior Events	0.56	2.13
Percent with any Behavior Events	11%	25%

Advanced learners showed higher attendance rates and lower incidence of negative behaviors than their peers who were not advanced learners.

For Strategic Framework monitoring purposes, reading results are reported for students identified in the general intellectual and language arts domains, while math results are reported for students identified in general intellectual and math. However, in the table below, we illustrate the results for all advanced learners.

Table 3: 2014-15 K-8 Assessment Data by Advanced Learner Status

Measure	Advanced Learner	Not Advanced Learner
PALS Spring Met Benchmark (All Advanced Learners)	95%	73%
PALS Spring Met Benchmark (Language Arts & General Intellectual Only)	97%	74%
MAP Spring Reading Proficiency (All Advanced Learners)	76%	28%
MAP Spring Reading Proficiency (Language Arts & General Intellectual Only)	90%	35%
MAP Spring Math Proficiency (All Advanced Learners)	80%	33%
MAP Spring Math Proficiency (Math & General Intellectual Only)	95%	39%
MAP Fall-Spring Reading Growth (All Advanced Learners)	59%	55%
MAP Fall-Spring Reading Growth (Language Arts & General Intellectual Only)	60%	55%
MAP Fall-Spring Math Growth (All Advanced Learners)	68%	62%
MAP Fall-Spring Math Growth (Math & General Intellectual Only)	71%	62%

Unsurprisingly, advanced learners exhibited very high rates of meeting PALS literacy benchmarks and of MAP proficiency in both reading and math. However, the high MAP growth rates for advanced learners are quite encouraging. MAP growth targets are set based on average growth nationally for students in the same grade receiving the same fall score, so higher-performing students and lower-performing students should be in theory equally likely to achieve their growth targets. The fact that advanced learners are outperforming their peers on this measure, even as their peers have strong results (55% in reading and 62% in math meeting or exceeding typical growth) speaks to the success of this student group in not just achieving high proficiency, but continuing to grow over time.

The figure below shows the MAP proficiency data outlined above in greater detail.

Figure 8: 2014-15 Spring MAP Results by Advanced Learner Status

