

UPDATED FOR 4.10.2017 Meeting

K-8 Models

## Model 1

| Category | Component | Weight | Points/Percent |
| :---: | :---: | :---: | :---: |
| Proficiency | Weighted ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) | 35\% | 35\% |
| Growth | SGP/SGT on ELA, Math (using a scaled weighting system) | $\begin{aligned} & \text { 22.5\% SGP } \\ & \text { 22.5\% SGT } \end{aligned}$ | 45\% |
| ELL | ELL Proficiency on AZELLA | 5\% | 10\% |
|  | ELL Growth on AZELLA | 5\% |  |
| Acceleration <br> /Readiness | Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism (total of 3) | 10\% | 10\% |

## SGP/SGT Weight 1

| SGP Growth |  |  |  | SGT Growth |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prior <br> Year HP | 0 | 0.25 | 0.5 |  | Prior Year HP <br> (Stay Up) | 0 | 0.25 |
| Prior <br> Year P | 0 | 0.375 | 0.625 |  | Prior Year P (Keep <br> Up) | 0 | 0.5 |
| Prior <br> Year PP | 0 | 0.625 | 0.875 | Prior Year PP <br> (Catch Up) | 0 | 0.75 |  |
| Prior <br> Year MP | 0 | 0.75 | 1 |  | Prior Year MP <br> (Catch Up) | 0 | 1 |
|  | $0-33$ | $34-66$ | $67-99$ |  |  | Current <br> Year Did <br> Not | Current <br> Year Met <br> or |
|  | Current <br> Year <br> Low <br> Growth | Current <br> Year <br> Average <br> Growth | Current <br> Year <br> High <br> Growth |  |  | Meet <br> Target | Exceeded <br> Target |

REVISED Model 1


# Free and Reduced Lunch Correlation 



Correlation
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## REVISED Model 3

## Category <br> Proficiency

## Component

Weighted ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3)

## Weight

Points/Percent
17.5\% FAY 1 year

## Growth

## ELL

Acceleration /Readiness

Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism (total of 3)
17.5 \% FAY 2 years

10\%
5\%
35\%

45\%
22.5\% Math

# Growth to Standard Weighting System 

No Growth is defined as no growth within or between any proficiency categories or bands within the minimally proficient or partially proficient categories. This definition would also include students that show negative growth between or within any proficiency categories or bands. For example, a student who was partially proficient as a 4th grader and then minimally proficient as a 5th grader. No (0) points are awarded in this category. (Red text no fill)

Low Growth is defined as growth from one proficiency band to the next proficiency band in the subsequent year. (E.g. MP 1-MP 2). This growth type would likely only apply to students in the MP or PP proficiency categories. 1.00 points are awarded in this category. (Yellow)

Typical Growth is defined as growth from one proficiency band to another proficiency band the next year that is two bands higher. (E.g. MP 3 - MP 5) Students that are in the Proficient or Highly Proficient categories would be considered as showing Typical Growth by staying in the same category as the previous year. For example, a student who is Minimally Proficient band 3 as a 4th grader and then Minimally Proficient band 5 as a 5th grader. 1.25 points are awarded in this category. (Green)

High Growth is defined as growth from one proficiency band across three proficiency bands the next year in the minimally or partially proficient categories. (PP 2 - PP 5) or if a student moves from one proficiency category to the next higher proficiency category in the subsequent year. For example, a student who is Minimally Proficient as a 4th grader and then Proficient as a 5th grader. 1.50 points are awarded in this category. (Blue)

Very High Growth is defined as growth from one proficiency band across four proficiency bands the next year in the minimally or partially proficient categories. Or, a student moves across two Proficiency categories. For example, a student who is Partially Proficient as a 4th grader and then Highly Proficient as a 5th grader. 1.75 points are awarded in this category. (Orange)

# Growth to Standard Weichting System 

| Minimally Proficient |  |  |  |  |  | Partially Proficient |  | Proficient | Highly Proficient |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MP1 --> MP1 | MP2 --> MP2 | MP3 --> MP3 | MP4 --> MP4 | MP5 --> MP5 | MP6 --> MP6 | PP1 --> PP1 | PP2 --> PP2 | P --> P | HP --> HP |
| MP1 --> MP2 | MP2 --> MP3 | MP3 --> MP4 | MP4 --> MP5 | MP5 --> MP6 | MP6 --> PP1 | PP1 --> PP2 | PP2 --> P | P --> HP |  |
| MP1 --> MP3 | MP2 --> MP4 | MP3 --> MP5 | MP4 --> MP6 | MP5 --> PP1 | MP6 --> PP2 | PP1 --> P | PP2 --> HP |  |  |
| MP1 --> MP4 | MP2 --> MP5 | MP3 --> MP6 | MP4 --> PP1 | MP5 --> PP2 | MP6 --> P | PP1 --> HP |  |  |  |
| MP1 --> MP5 | MP2 --> MP6 | MP3 --> PP1 | MP4 --> PP2 | MP5 --> P | MP6 --> HP |  |  |  |  |
| MP1 --> MP6 | MP2 --> PP1 | MP3 --> PP2 | MP4 --> P | MP5 --> HP |  |  |  |  |  |
| MP1 --> PP1 | MP2 --> PP2 | MP3 --> P | MP4 --> HP |  |  |  |  |  |  |
| MP1 --> PP1 | MP2 --> P | MP3 --> HP |  |  |  |  |  |  |  |
| MP1 --> P | MP2 --> HP |  |  |  |  |  |  |  |  |
| MP1 --> HP |  |  |  |  |  |  |  |  |  |

## WEICHTED Growth to Standard

|  |  | Band Movement in Current Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prior Year Achievement | Sub Band | -9 | -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Minimally Proficient | MP1 | x | X | x | X | X | X | X | X | x | 0.75 | 0.85 | 0.85 | 0.95 | 0.95 | 0.95 | 1 | 1 | 1 | 1 |
| Minimally Proficient | MP2 | X | X | X | X | X | X | X | x | 0 | 0.75 | 0.85 | 0.85 | 0.95 | 0.95 | 1 | 1 | 1 | 1 | x |
| Minimally Proficient | MP3 | X | x | x | X | X | x | x | 0 | 0 | 0.75 | 0.85 | 0.85 | 0.95 | 1 | 1 | 1 | 1 | $x$ | $x$ |
| Minimally Proficient | MP4 | X | X | X | X | x | x | 0 | 0 | 0 | 0.75 | 0.85 | 0.85 | 1 | 1 | 1 | 1 | $x$ | x | $x$ |
| Minimally Proficient | MP5 | X | x | X | x | x | 0 | 0 | 0 | 0 | 0.75 | 0.85 | 1 | 1 | 1 | 1 | X | $x$ | x | $x$ |
| Minimally Proficient | MP6 | X | x | X | x | 0 | 0 | 0 | 0 | 0 | 0.75 | 1 | 1 | 1 | 1 | x | x | $x$ | $x$ | $x$ |
| Partially Proficient | PP1 | X | x | x | 0 | 0 | 0 | 0 | 0 | 0 | 0.625 | 0.85 | 1 | 1 | x | X | X | $x$ | $x$ | $x$ |
| Partially Proficient | PP2 | X | x | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.625 | 1 | 1 | X | X | X | x | $x$ | $x$ | $x$ |
| Proficient | P | X | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.375 | 0.625 | X | X | X | X | X | X | $x$ | $x$ |
| Highly Proficient | HP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | X | X | X | X | X | x | X | X | x |



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# Free and Reduced Lunch Correlation 



## AAC Model

| Category | Component | Weight | Points/Percent |
| :---: | :---: | :---: | :---: |
| Proficiency | ELA, Math, and Science Proficiency FAY 1 year and FAY 2 years ( $0, .6$, 1.0, 1.3) | 17.5\% FAY 1 year 17.5\% FAY 2 years | 35\% |
| Growth | SGP/SGT on ELA, Math (using a weighting system) | $\begin{aligned} & \text { 22.5\% SGP } \\ & \text { 22.5\% SGT } \end{aligned}$ | 45\% |
| ELL | ELL Proficiency on AZELLA | 5\% | 10\% |
|  | ELL Growth on AZELLA | 5\% |  |
| Acceleration <br> /Readiness | Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism, Second Language Acquisition (FEP), Special Education enrollment and percent proficient, Extra Proficiency/Growth points (total of 6) | Points awarded based on how many metrics for which school was eligible | 10\% |

## ScP/SCT Weight 2

| SGP Growth |  |  |  | SGT Growth |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prior <br> Year HP | 0 | 0.5 | 1 | Prior Year HP <br> (Stay Up) | 0 | 1 |
| Prior <br> Year P | 0 | 0.75 | 1.25 | Prior Year P (Keep <br> Up) | 0 | 2 |
| Prior <br> Year PP | 0 | 1.25 | 1.75 | Prior Year PP <br> (Catch Up) | 0 | 3 |
| Prior <br> Year MP | 0 | 1.5 | 2 | Prior Year MP <br> (Catch Up) | 0 | 4 |
|  | $0-33$ | $34-66$ | $67-99$ |  | Current <br> Year Did <br> Not | Current <br> Year Met <br> or |
|  | Current <br> Year <br> Low <br> Growth | Current <br> Year <br> Average <br> Growth | Current <br> Year <br> High <br> Growth |  | Meet <br> Target | Target |

## AAG Model



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## Free and Reduced Lunch Correlation



## 9-12

## Model 1

| Category | Component | Weight | Points/Percent |
| :---: | :---: | :---: | :---: |
| Proficiency | ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) | 40\% | 40\% |
| Growth | SGP ELA (unweighted system) Percent Proficient Change Algebra 2 | $10 \%$ SGP <br> 10\% Prof. Change | 20\% |
| ELL | ELL Proficiency on AZELLA | 5\% | 10\% |
|  | ELL Growth on AZELLA | 5\% |  |
| College and Career Ready* <br> *Available data for these calculations will depend on which year(s) of data is being required and timing of letter grades. | Student level scoring <br> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT | 15\% | 15\% |
| Graduation Rate | 4-year | 10\% | 15\% |
|  | 5-year | 3\% |  |
|  | 6-year | 1\% |  |
|  | 7-year | 1\% |  |

## SCP Weight 1

| SGP Growth |  |  |  |
| :---: | :---: | :---: | :---: |
| Prior <br> Year HP | 0 | 0.25 | 0.5 |
| Prior <br> Year P | 0 | 0.375 | 0.625 |
| Prior <br> Year PP | 0 | 0.625 | 0.875 |
| Prior <br> Year MP | 0 | 0.75 | 1 |
|  | $0-33$ | $34-66$ | $67-99$ |
|  | Current <br> Year <br> Low <br> Growth | Current <br> Year <br> Average <br> Growth | Current <br> Year <br> High <br> Growth |

Model 1


# Free and Reduced Lunch Correlation 



## Model 2

| Category | Component | Weight |  | Points/Percent |
| :--- | :--- | :--- | :--- | :--- |
| Proficiency | ELA, Math, and Science Proficiency (0, <br> (6, 1.0, 1.3) | $40 \%$ | $40 \%$ |  |
| Growth | SGP/SGT on ELA, Math (using a <br> unweighted system) | $20 \%$ SGP |  |  |
| ELL | ELL Proficiency on AZELLA | $20 \%$ SGT |  |  |

## SGP/SGT Weight 1

| SGP Growth |  |  |  | SGT Growth |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prior <br> Year HP | 0 | 0.25 | 0.5 | Prior Year HP <br> (Stay Up) | 0 | 0.25 |  |
| Prior <br> Year P | 0 | 0.375 | 0.625 | Prior Year P (Keep <br> Up) | 0 | 0.5 |  |
| Prior <br> Year PP | 0 | 0.625 | 0.875 | Prior Year PP <br> (Catch Up) | 0 | 0.75 |  |
| Prior <br> Year MP | 0 | 0.75 | 1 | Prior Year MP <br> (Catch Up) | 0 | 1 |  |
|  | $0-33$ | $34-66$ | $67-99$ |  | Current <br> Year Did <br> Not | Current <br> Year Met <br> or |  |
|  | Current <br> Year <br> Low <br> Growth | Current <br> Year <br> Average <br> Growth | Current <br> Year <br> High <br> Growth |  | Exceeded <br> Target |  |  |

Model 2


# Free and Reduced Lunch Correlation 



## Model 3

| Category | Component | Weight | Points/Percent |
| :---: | :---: | :---: | :---: |
| Proficiency | ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) | 40\% | 40\% |
| Growth | Florida Model Percentage Gains on ELA, Math (using a weighted system) | 20\% ELA <br> 20\% Math | 20\% |
| ELL | ELL Proficiency on AZELLA | 5\% |  |
|  | ELL Growth on AZELLA | 5\% |  |
| College and Career Ready* <br> *Available data for these calculations will depend on which year(s) of data is being required and timing of letter grades. | Student level scoring <br> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT | 15\% | 15\% |
| Graduation Rate | 4-year | 10\% | 15\% |
|  | 5-year | 3\% |  |
|  | 6-year | 1\% |  |
|  | 7-year | 1\% |  |

# Growth to Standard Weighting System 

No Growth is defined as no growth within or between any proficiency categories or bands within the minimally proficient or partially proficient categories. This definition would also include students that show negative growth between or within any proficiency categories or bands. For example, a student who was partially proficient as a 4th grader and then minimally proficient as a 5th grader. No (0) points are awarded in this category. (Red text no fill)

Low Growth is defined as growth from one proficiency band to the next proficiency band in the subsequent year. (E.g. MP 1-MP 2). This growth type would likely only apply to students in the MP or PP proficiency categories. 1.00 points are awarded in this category. (Yellow)

Typical Growth is defined as growth from one proficiency band to another proficiency band the next year that is two bands higher. (E.g. MP 3 - MP 5) Students that are in the Proficient or Highly Proficient categories would be considered as showing Typical Growth by staying in the same category as the previous year. For example, a student who is Minimally Proficient band 3 as a 4th grader and then Minimally Proficient band 5 as a 5th grader. 1.25 points are awarded in this category. (Green)

High Growth is defined as growth from one proficiency band across three proficiency bands the next year in the minimally or partially proficient categories. (PP 2 - PP 5) or if a student moves from one proficiency category to the next higher proficiency category in the subsequent year. For example, a student who is Minimally Proficient as a 4th grader and then Proficient as a 5th grader. 1.50 points are awarded in this category. (Blue)

Very High Growth is defined as growth from one proficiency band across four proficiency bands the next year in the minimally or partially proficient categories. Or, a student moves across two Proficiency categories. For example, a student who is Partially Proficient as a 4th grader and then Highly Proficient as a 5th grader. 1.75 points are awarded in this category. (Orange)

# Growth to Standard Weichting System 

| Minimally Proficient |  |  |  |  |  | Partially Proficient |  | Proficient | Highly Proficient |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MP1 --> MP1 | MP2 --> MP2 | MP3 --> MP3 | MP4 --> MP4 | MP5 --> MP5 | MP6 --> MP6 | PP1 --> PP1 | PP2 --> PP2 | P --> P | HP --> HP |
| MP1 --> MP2 | MP2 --> MP3 | MP3 --> MP4 | MP4 --> MP5 | MP5 --> MP6 | MP6 --> PP1 | PP1 --> PP2 | PP2 --> P | P --> HP |  |
| MP1 --> MP3 | MP2 --> MP4 | MP3 --> MP5 | MP4 --> MP6 | MP5 --> PP1 | MP6 --> PP2 | PP1 --> P | PP2 --> HP |  |  |
| MP1 --> MP4 | MP2 --> MP5 | MP3 --> MP6 | MP4 --> PP1 | MP5 --> PP2 | MP6 --> P | PP1 --> HP |  |  |  |
| MP1 --> MP5 | MP2 --> MP6 | MP3 --> PP1 | MP4 --> PP2 | MP5 --> P | MP6 --> HP |  |  |  |  |
| MP1 --> MP6 | MP2 --> PP1 | MP3 --> PP2 | MP4 --> P | MP5 --> HP |  |  |  |  |  |
| MP1 --> PP1 | MP2 --> PP2 | MP3 --> P | MP4 --> HP |  |  |  |  |  |  |
| MP1 --> PP1 | MP2 --> P | MP3 --> HP |  |  |  |  |  |  |  |
| MP1 --> P | MP2 --> HP |  |  |  |  |  |  |  |  |
| MP1 --> HP |  |  |  |  |  |  |  |  |  |

## Model 3



Mean $=49.51$
Std. Dev. $=15.161$
$N=295$

# Free and Reduced Lunch Correlation 



## AAG Model

| Category | Component | Weight | Points/Percent |
| :---: | :---: | :---: | :---: |
| Proficiency | ELA, Math, and Science Proficiency FAY 1 year and FAY 2 years ( $0, .6,1.0,1.3$ ) | 20\% FAY 1 year 20\% FAY 2 years | 40\% |
| Growth | SGP/SGT on ELA, Math (using a unweighted system) | $\begin{aligned} & 20 \% \text { SGP } \\ & 20 \% \text { SGT } \end{aligned}$ | 20\% |
| ELL | ELL Proficiency on AZELLA | 5\% | 10\% |
|  | ELL Growth on AZELLA | 5\% |  |
| College and Career Ready* <br> *Available data for these calculations will depend on which year(s) of data is being required and timing of letter grades. | Student level aggregated to school level: scoring based on an increase from one year to the next Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT, postsecondary data, FAFSA submissions, extra proficiency/growth points | Points are awarded based on the number of metrics that are available to all schools - 5 items (AzMERIT Algebra 2, AzMERIT ELA Grade 11, postsecondary data, extra proficiency points, extra growth points) | 15\% |
| Graduation Rate | 4-year | 10\% | 15\% |
|  | 5-year | 3\% |  |
|  | 6-year | 1\% |  |
|  | 7-year | 1\% |  |

## SGP/SGT Weight 2

| SGP Growth |  |  |  | SGT Growth |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prior <br> Year HP | 0 | 0.5 | 1 |  | Prior Year HP <br> (Stay Up) | 0 |
| Prior <br> Year P | 0 | 0.75 | 1.25 |  | Prior Year P (Keep <br> Up) | 0 |
| Prior <br> Year PP | 0 | 1.25 | 1.75 | Prior Year PP <br> (Catch Up) | 0 | 2 |
| Prior <br> Year MP | 0 | 1.5 | 2 | Prior Year MP <br> (Catch Up) | 0 | 4 |
|  | $0-33$ | $34-66$ | $67-99$ |  | Current <br> Year Did <br> Not | Current <br> Year Met <br> or |
|  | Current <br> Year <br> Low <br> Growth | Current <br> Year <br> Average <br> Growth | Current <br> Year <br> High <br> Growth |  |  | Exceeded <br> Target |

## AAG Model



# Free and Reduced Lunch Correlation 



