9-12 Model 1

Model formula: SGP ELA/% Weight B prof Alg 2 and student level CCR

Pros:

- The relationship between high poverty and growth in this model lower than other models (.031).
- ELL points are available to 20% of schools (N=64/295); of these schools 50% of these schools earned the full ELL proficiency and full ELL growth points.

Cons:

- The average proficiency points is 19.8/40. The average growth points is 8.9/20.
- 0.7% of HS receive the maximum growth points. 10% received 15 or more points; 47% received 10 or more points.
- There was a high inverse correlation between total points and lunch rate (-.493); the higher the percentage of students in poverty, the lower the total points earned by the school.
- This model does not use SGP in Math.
- Only 4.7% of high poverty schools earn points to put them in the top 20% of schools.
- CCRI resulted in 13 schools not having data to receive points (#NULL!) and 2 schools receiving the full 15 points. Only 16 schools received 10 points or above and 266 schools received less than 10 points (90%).

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

| Group	Total # of schools	% FRL>70%	% FRL < 30	% Title	%Rural	%Charter	An "A" Letter grade in 2014
Top 20%	59	4.7%	34.8%	13.4%	0%	28.1%	45.1%
80%	59	9.3%	34.8%	12.7%	21.1%	16.9%	39.1%
60%	59	18.6%	15.2%	22.3%	10.5%	15.7%	10.6%
40%	59	20.9%	10.9%	25.5%	15.8%	8.9%	8.8%
Bottom 20%	59	46.5%	4.3%	26.1%	52.6%	30.3%	3.5%
# of schools	295	43	46	157	19	89	113

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points are moderately correlated with the free lunch rate (-.493), with the higher the points the lower the free lunch rate. The growth points are not correlated with lunch rate, but less so than the total points (.031). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.

HS Model 1: Total Points by FRL
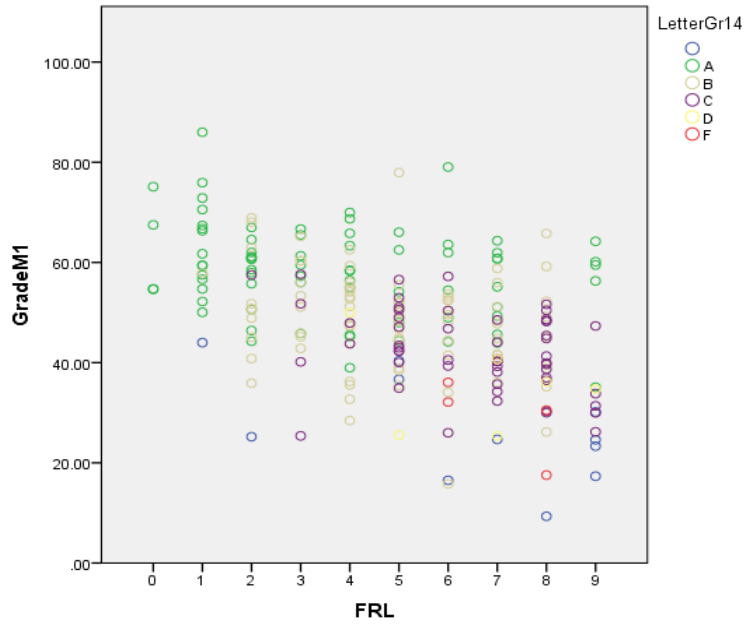
HS Model 1: Total Growth Points by FRL
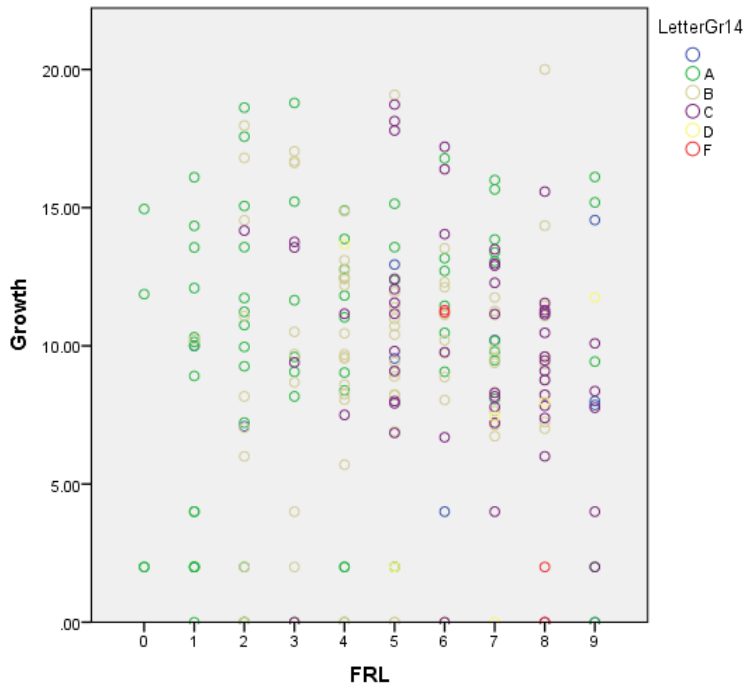
9-12 Model 2

Model formula: SGP ELA/% Weight B prof Alg 2 and school level CCR

Pros:

- The relationship between high poverty and growth in this model lower than other models (.031).
- ELL points are available to 20% of schools (N=64/295); of these schools 50% of these schools earned the full ELL proficiency and full ELL growth points.
- CCRI resulted in 7 schools not having data to receive points (#NULL!) and 288 schools receiving the full 15 points.

Cons:

- The average proficiency points is 19.8/40. The average for growth is 8.9/20
- The maximum growth points earned by 0.7% of HS. 10% received 15 or more points; 47% received 10 or more points.
- There was a high inverse correlation between total points and lunch rate (-.452); the higher the percentage of students in poverty, the lower the total points earned by the school.
- This model does not use SGP in Math.
- Only 7% of high poverty schools earn points to put them in the top 20% of schools.

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

| Group	Total # of schools	% FRL>70%	% FRL < 30	% Title	%Rural	%Charter	An "A" Letter grade in 2014
Top 20%	59	7.0%	34.8%	16.6%	5.3%	28.1%	44.2%
80%	59	4.7%	28.3%	10.8%	15.8%	16.9%	29.2%
60%	59	20.9%	21.7%	20.4%	10.5%	14.6%	14.2%
40%	59	25.6%	8.7%	27.4%	21.1%	7.9%	8.8%
Bottom 20%	59	41.9%	6.5%	24.8%	47.4%	32.6%	3.5%
# of schools	295	43	46	157	19	89	113

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points are moderately correlated with the free lunch rate (-.449), with the higher the points the lower the free lunch rate. The growth points are not correlated with lunch rate, but less so than the total points (.031). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.

HS Model 2: Total Points by FRL
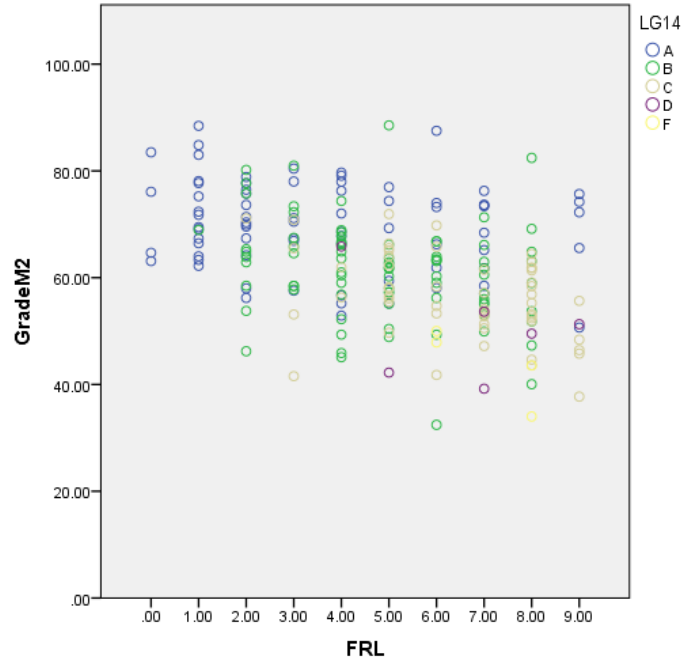
HS Model 2: Total Growth Points by FRL
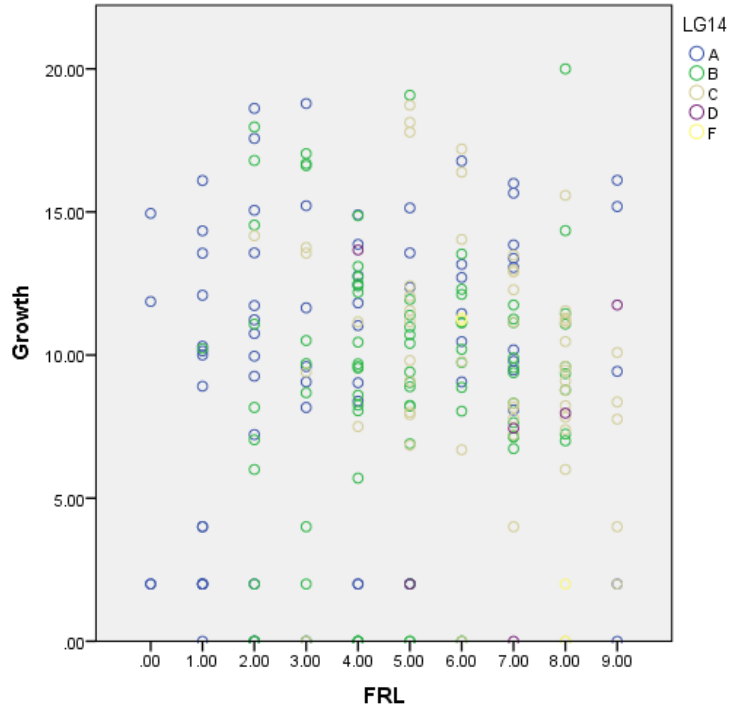
9-12 Model 3

Model formula: SGP ELA/% Weight C prof Alg 2 and student level CCR

Pros:

- The relationship between high poverty and growth in this model is lower than in other models (0.026).
- ELL points are available to 20% of schools (N=64/295); of these schools 50% of these schools earned the full ELL proficiency and full ELL growth points.

Cons:

- The average proficiency points is 19.8/40. The average growth points is 4.8/20.
- No HS receives full points for growth. 0.3% of schools received 15 or more points; 13% received 10 or more points.
- There was a high inverse correlation between total points and lunch rate (-.542); the higher the percentage of students in poverty, the lower the total points earned by the school.
- This model does not use SGP in Math.
- Only 4.7% of high poverty schools earn points to put them in the top 20% of schools.
- CCRI resulted in 13 schools not having data to receive points (#NULL!) and 2 schools receiving the full 15 points. Only 16 schools received 10 points or above and 266 schools received less than 10 points (90%). *CCRtotalCY*

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	Total # of schools	% FRL>70%	% FRL < 30	% Title	%Rural	%Charter	An "A" Letter grade in 2014
Top 20%	59	4.7%	39.1%	11.5%	5.3%	29.2%	46.0%
80%	59	11.6%	39.1%	12.7%	15.8%	16.9%	31.9%
60%	59	14.0%	10.9%	21.7%	10.5%	11.2%	15.0%
40%	59	16.3%	8.7%	26.8%	31.6%	14.6%	6.2%
Bottom 20%	59	53.5%	2.2%	27.4%	36.8%	28.1%	0.9%
# of schools	295	43	46	157	19	89	113

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points are moderately correlated with the free lunch rate (-.542), with the higher the points the lower the free lunch rate. The growth points are not correlated with lunch rate, but less so than the total points (.026). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.

HS Model 3: Total Points by FRL

HS Model 3: Growth Points by FRL
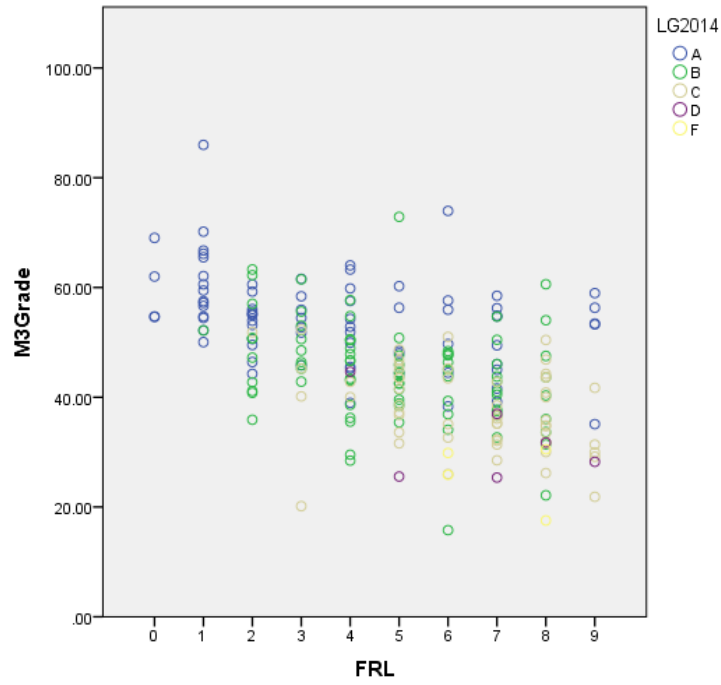
9-12 Model 4

Model formula: SGP ELA/% Weight C prof Alg 2 and school level CC

Pros:

- The relationship between high poverty and growth in this model lower than other models (0.026).
- ELL points are available to 20% of schools (N=64/295); of these schools 50% of these schools earned the full ELL proficiency and full ELL growth points.
- CCRI resulted in 7 schools not having data to receive points (#NULL!) and 288 schools receiving the full 15 points.

Cons:

- The average proficiency points is 20/40. The average growth points is 4.8/20.
- The maximum growth points earned was 16 points by one HS. 0.3% received 15 or more points; 13% received 10 or more points.
- There was a high inverse correlation between total points and lunch rate (-.508); the higher the percentage of students in poverty, the lower the total points earned by the school.
- This model does not use SGP in Math.
- Only 4.7% of high poverty schools earn points to put them in the top 20% of schools.

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

| Group	Total # of schools	% FRL>70%	% FRL < 30	% Title	%Rural	%Charter	An "A" Letter grade in 2014
Top 20%	59	4.7%	39.1%	13.4%	0%	30.3%	45.0%
80%	59	11.6%	39.1%	9.6%	26.0%	16.9%	33.6%
60%	59	14.0%	8.7%	22.3%	10.5%	13.5%	11.5%
40%	59	25.6%	6.5%	29.3%	21.1%	10.1%	8.0%
Bottom 20%	59	44.2%	6.5%	25.5%	42.1%	29.2%	1.8%
# of schools	295	43	46	157	19	89	113

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points are moderately correlated with the free lunch rate (-.493), with the higher the points the lower the free lunch rate. The growth points are not correlated with lunch rate, but less so than the total points (.031). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.

HS Model 4 – Total Points by FRL
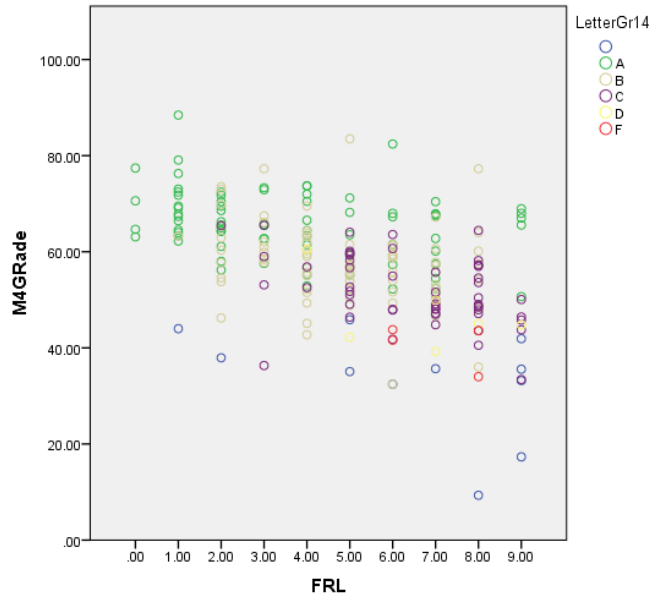
HS Model 4 –Growth Points by FRL
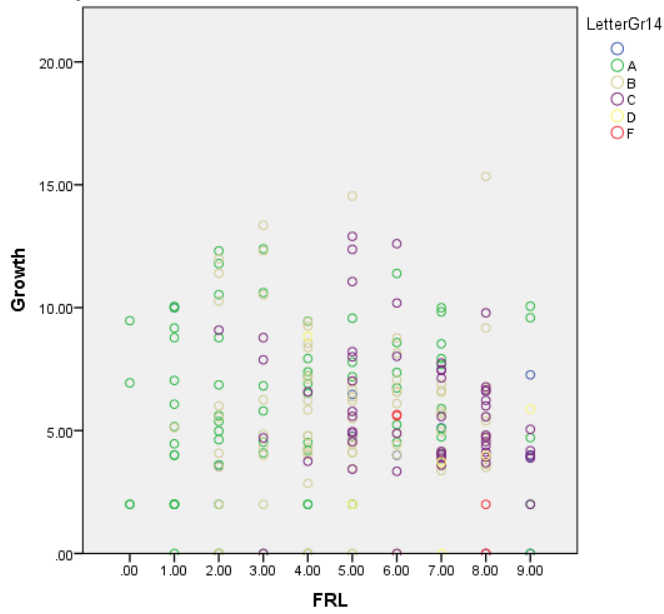
9-12 Model 5

Model formula: SGP/SGT weight B and student level CCR

Pros:

- The average growth points is 16/20.
- 22% received the highest growth of 20 points. 65% received 15 or more growth points; 92% received 10 or more growth points.
- ELL points are available to 20% of schools (N=64/295); of these schools 50% of these schools earned the full ELL proficiency and full ELL growth points.

Cons:

- The average proficiency points is 19.8/40.
- 30% of HS have missing data for growth
- There was a high inverse correlation between total points and lunch rate (-.427); The higher the percentage of students in poverty, the lower the total points earned by the school. This correlation was smaller than any of the models 1-4.
- There was an inverse correlation between growth and lunch rate (-.345); The higher the percentage of students in poverty, the lower the total points earned by the school.
- Only 2.3% of high poverty schools earn points to put them in the top 20% of schools.
- CCRI resulted in 13 schools not having data to receive points (#NULL!) and 2 schools receiving the full 15 points. Only 16 schools received 10 points or above and 266 schools received less than 10 points (90%).

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

| Group	Total # of schools	% FRL>70%	% FRL < 30	% Title	%Rural	%Charter	An "A" Letter grade in 2014
Top 20%	59	2.3%	39.1%	14.0%	0%	22.5%	46.9%
80%	59	11.6%	19.6%	14.6%	21.1%	21.3%	22.1%
60%	59	23.3%	21.7%	20.4%	10.5%	13.5%	15.0%
40%	59	18.6%	13.0%	18.5%	0%	12.4%	11.5%
Bottom 20%	59	44.2%	6.5%	26.1%	68.4%	30.3%	4.4%
# of schools	295	43	46	157	19	89	113

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points are moderately correlated with the free lunch rate (-.542), with the higher the points the lower the free lunch rate. The growth points are not correlated with lunch rate, but less so than the total points (.026). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.

HS Model 5: Total points and FRL
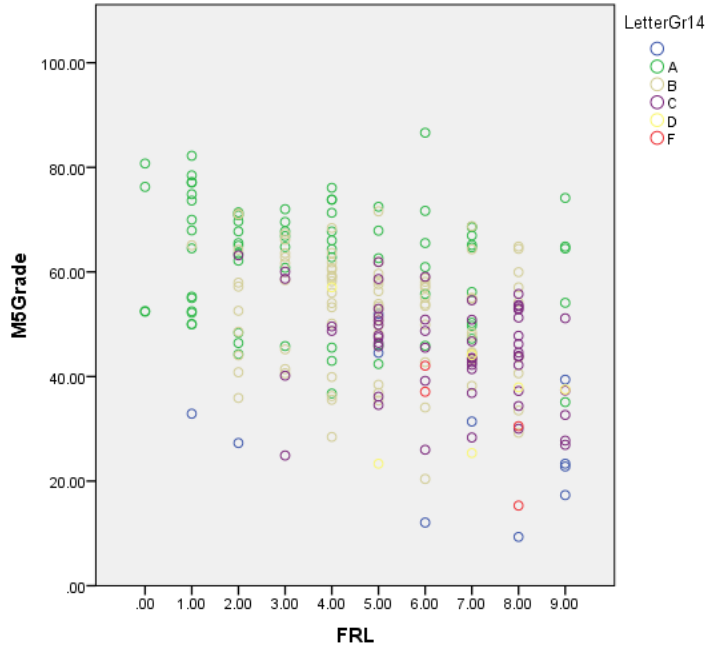
HS Model 5: Growth and FRL
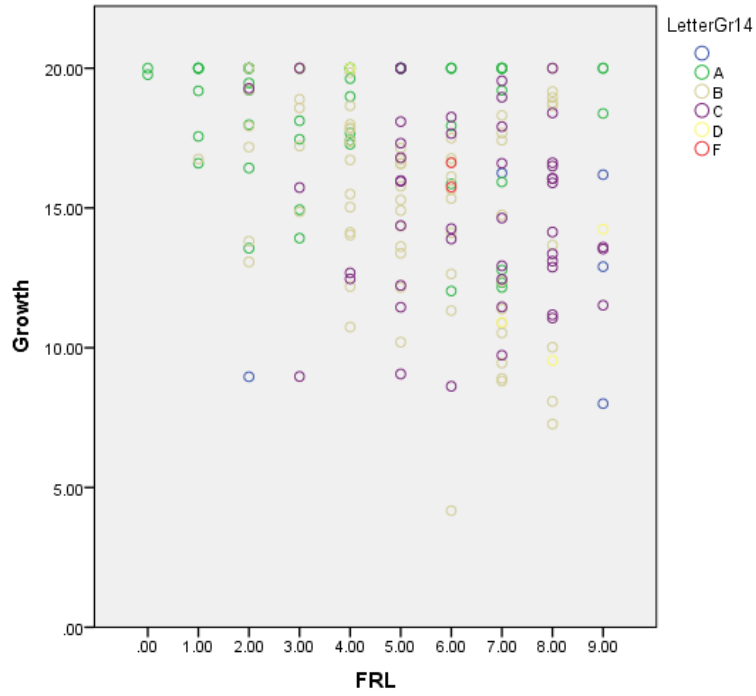
9-12 Model 6

This model uses weighted proficiency (.6, 1, 1.3) and SGP/SGT weighted on the 0-2 weighting scale for SGP and the 0-4 weighting scale for SGT; growth points are capped at 20. A CCRI is included and accounted for at the school level.

Pros:

- CCRI resulted in 7 schools not having data to receive points (#NULL!) and 288 schools receiving the full 15 points.
- The average growth points were 16.1. Approximately 20% of the schools with growth points achieved the full 20 points. And close to 65% earned at least 15 growth points.
- The relationship between high poverty and total points is lower in this model than other models, with a (-.385).

Cons:

- Weighted proficiency points ranged from 1.6 to 40 with an average of 19.89.
- Very few ELL students are enrolled at the high school level; therefore, points are only available to approximately 20% of the schools (64 out of 295). Of these schools approximately half received their ELL growth points and half received their ELL proficiency points.
- These models lack career ready metrics in the CCRI.

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	Total # of schools	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	59	6	21	25	1	18	49
80%	59	7	7	20	3	22	28
60%	59	14	11	33	2	11	20
40%	59	19	4	39	2	12	10
Bottom 20%	59	32	3	40	11	26	6
# Schools	295	78	46	157	19	89	113

Group	#	% of Quintile FRL>70%	% of Quintile FRL < 30	% of Quintile Title	% of Quintile Rural	% of Quintile Charter	% of Quintile An 'A' Letter Grade in 2014
Top 20%	59	10.17%	35.59%	42.37%	1.69%	30.51%	83.05%
80%	59	11.86%	11.86%	33.90%	5.08%	37.29%	47.46%
60%	59	23.73%	18.64%	55.93%	3.39%	18.64%	33.90%
40%	59	32.20%	6.78%	66.10%	3.39%	20.34%	16.95%
Bottom 20%	59	54.24%	5.08%	67.80%	18.64%	44.07%	10.17%

Group	#	% of FRL>70%	% of FRL < 30	% of Title	% of Rural	% of Charter	% of 'A' Letter Grade in 2014
Top 20%	59	7.69%	45.65%	15.92%	5.26%	20.22%	43.36%
80%	59	8.97%	15.22%	12.74%	15.79%	24.72%	24.78%
60%	59	17.95%	23.91%	21.02%	10.53%	12.36%	17.70%
40%	59	24.36%	8.70%	24.84%	10.53%	13.48%	8.85%
Bottom 20%	59	41.03%	6.52%	25.48%	57.89%	29.21%	5.31%

In the following graphs we have plotted the percentage of total points earned and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points. The results indicate that for the percentage of points earned is moderately related to poverty; so the higher the poverty rate the lower overall percentage of points earned. This is also true for the calculation of growth points.
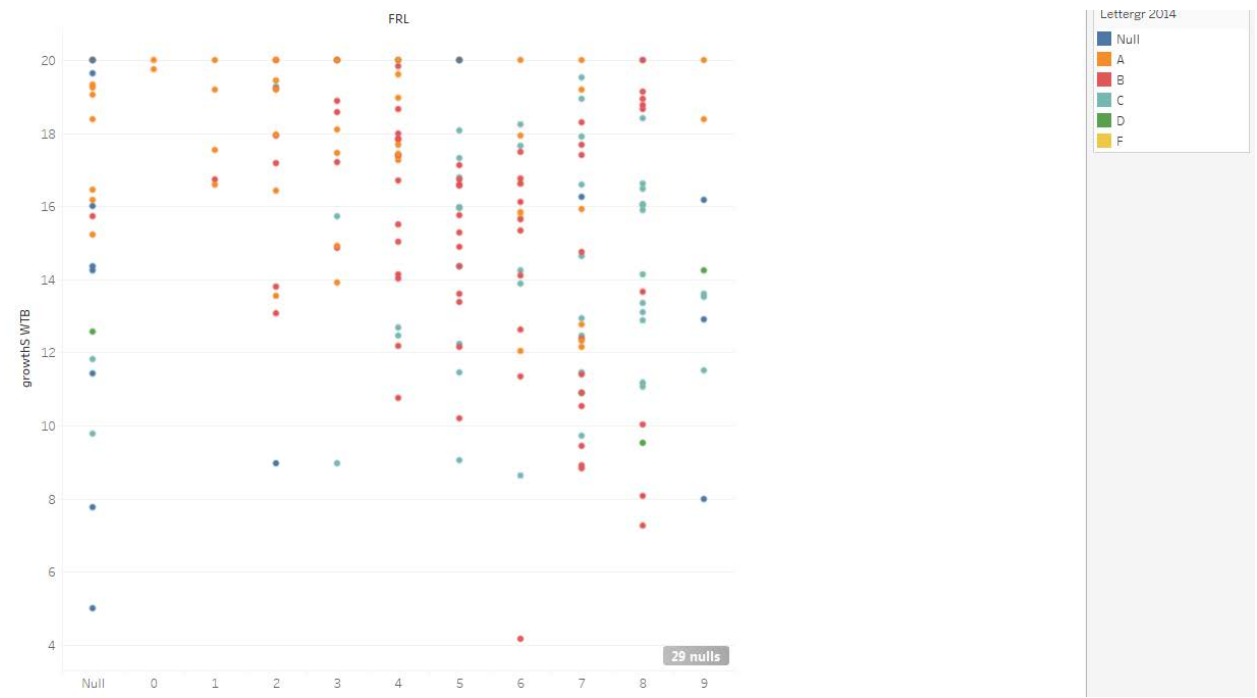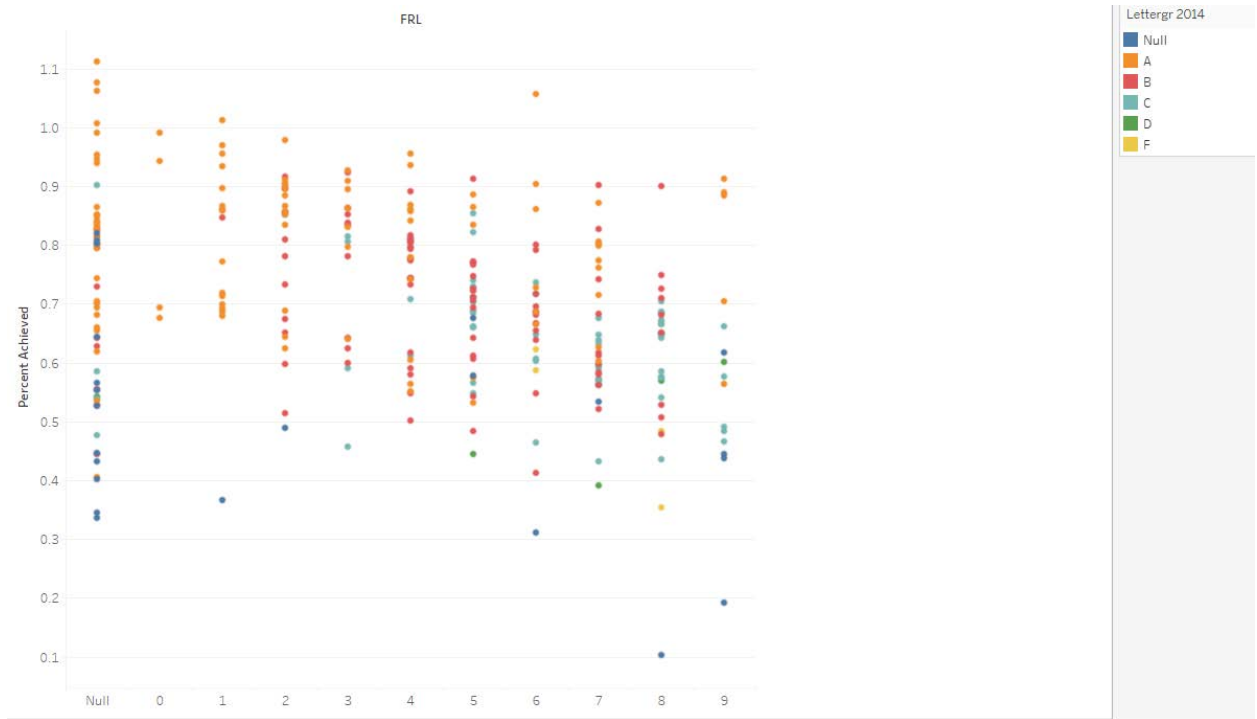
9-12 Model 7

This model uses weighted proficiency (.6, 1, 1.3) and SGP/SGT weighted on the 0-1 weighting scale for SGP and the 0-1 weighting scale for SGT; growth points are capped at 20. A CCRI is included and accounted for at the student level to the best of the ability of ADE.

Pros:

- The correlation of total points (-0.526) is still lower than some of the K-8 models.

Cons:

- Weighted proficiency points ranged from 1.6 to 40 with an average of 19.89.
- Using this growth model only 210 of the 295 schools had data in the file. The average was 6.56 points in growth. 0% of the schools with growth points achieved the full 20 points. And 0% earned at least 15 growth points.
- Very few ELL students are enrolled at the high school level; therefore, points are only available to approximately 20% of the schools (64 out of 295). Of these schools approximately half received their ELL growth points and half received their ELL proficiency points.
- CCRI resulted in 86 schools not having data to receive points (#NULL!) and the average points were 6.56. 47 of the of the 209 remaining schools received more than half of the 15 points. The remainder received less than half of the points.
- These models lack career ready metrics in the CCRI.

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	Total # of schools	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	59	2	19	16	1	25	54
80%	59	9	18	20	4	17	36
60%	59	11	6	34	1	14	14
40%	59	22	1	44	6	11	8
Bottom 20%	59	32	2	43	7	22	1
# Schools	295	76	46	157	19	89	113

Group	#	% of Quintile FRL>70%	% of Quintile FRL < 30	% of Quintile Title	% of Quintile Rural	% of Quintile Charter	% of QuintileAn 'A' Letter Grade in 2014
Top 20%	59	3.39%	32.20%	27.12%	1.69%	42.37%	91.53%
80%	59	15.25%	30.51%	33.90%	6.78%	28.81%	61.02%
60%	59	18.64%	10.17%	57.63%	1.69%	23.73%	23.73%
40%	59	37.29%	1.69%	74.58%	10.17%	18.64%	13.56%
Bottom 20%	59	54.24%	3.39%	72.88%	11.86%	37.29%	1.69%

Group	#	% of FRL>70%	% of FRL < 30	% of Title	% of Rural	% of Charter	% of 'A' Letter Grade in 2014
Top 20%	59	2.63%	41.30%	10.19%	5.26%	28.09%	47.79%
80%	59	11.84%	39.13%	12.74%	21.05%	19.10%	31.86%
60%	59	14.47%	13.04%	21.66%	5.26%	15.73%	12.39%
40%	59	28.95%	2.17%	28.03%	31.58%	12.36%	7.08%
Bottom 20%	59	42.11%	4.35%	27.39%	36.84%	24.72%	0.88%

In the following graphs we have plotted the percentage of total points earned and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points. The results indicate that for the percentage of points earned is moderately related to poverty; so the higher the poverty rate the lower overall percentage of points earned. This is also true for the calculation of growth points.
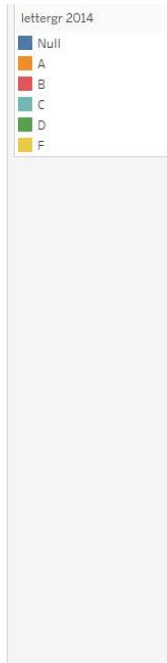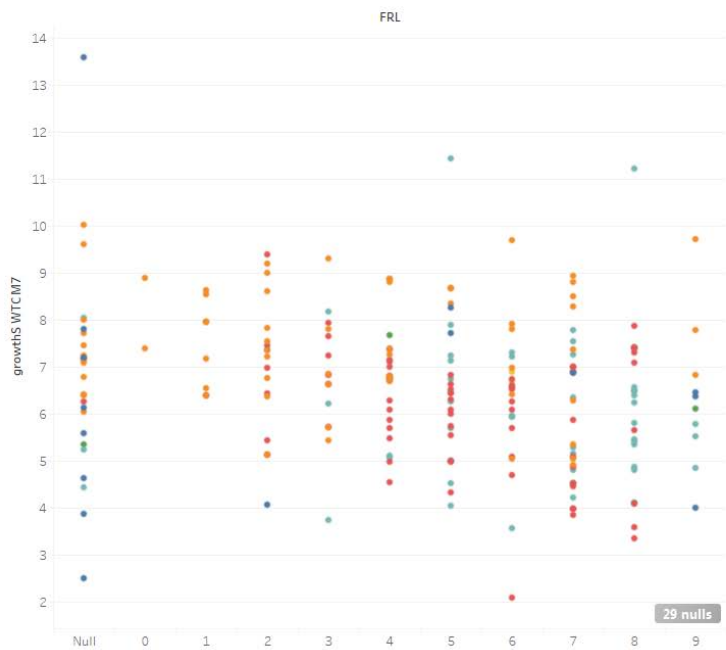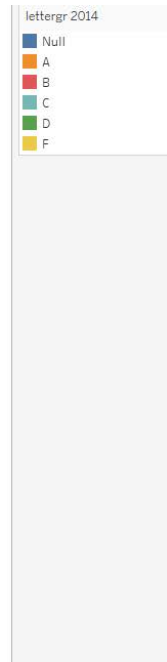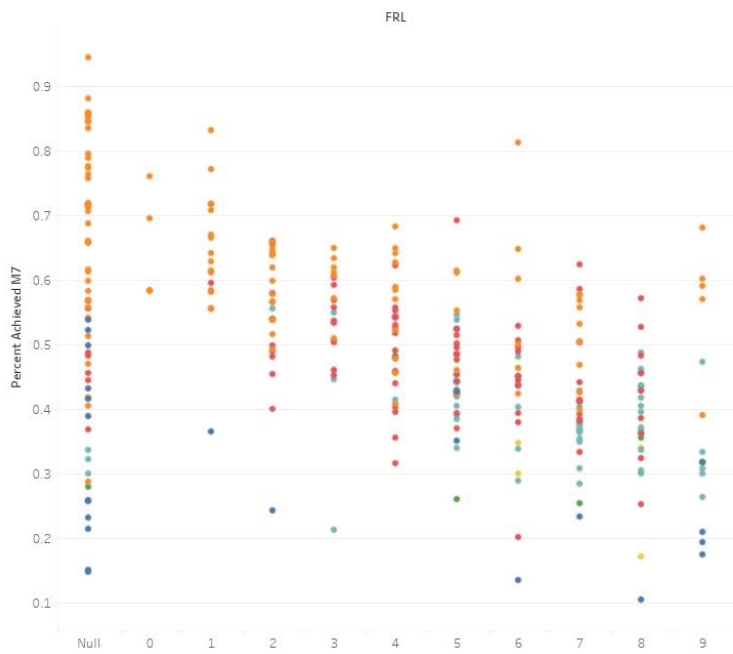
9-12 Model 8

This model uses weighted proficiency (.6, 1, 1.3) and SGP/SGT weighted on the 0-1 weighting scale for SGP and the 0-1 weighting scale for SGT; growth points are capped at 20. A CCRI is included and accounted for at the school level to the best of the ability of ADE.

Pros:

- CCRI resulted in 7 schools not having data to receive points (#NULL!) and 288 schools receiving the full 15 points.
- The correlation of total points (-0.488) is still lower than some of the K-8 models.

Cons:

- Weighted proficiency points ranged from 1.6 to 40 with an average of 19.89.
- Using this growth model only 210 of the 295 schools had data in the file. The average was 6.56 points in growth. 0% of the schools with growth points achieved the full 20 points. And 0% earned at least 15 growth points.
- Very few ELL students are enrolled at the high school level; therefore, points are only available to approximately 20% of the schools (64 out of 295). Of these schools approximately half received their ELL growth points and half received their ELL proficiency points.
- These models lack career ready metrics in the CCRI.
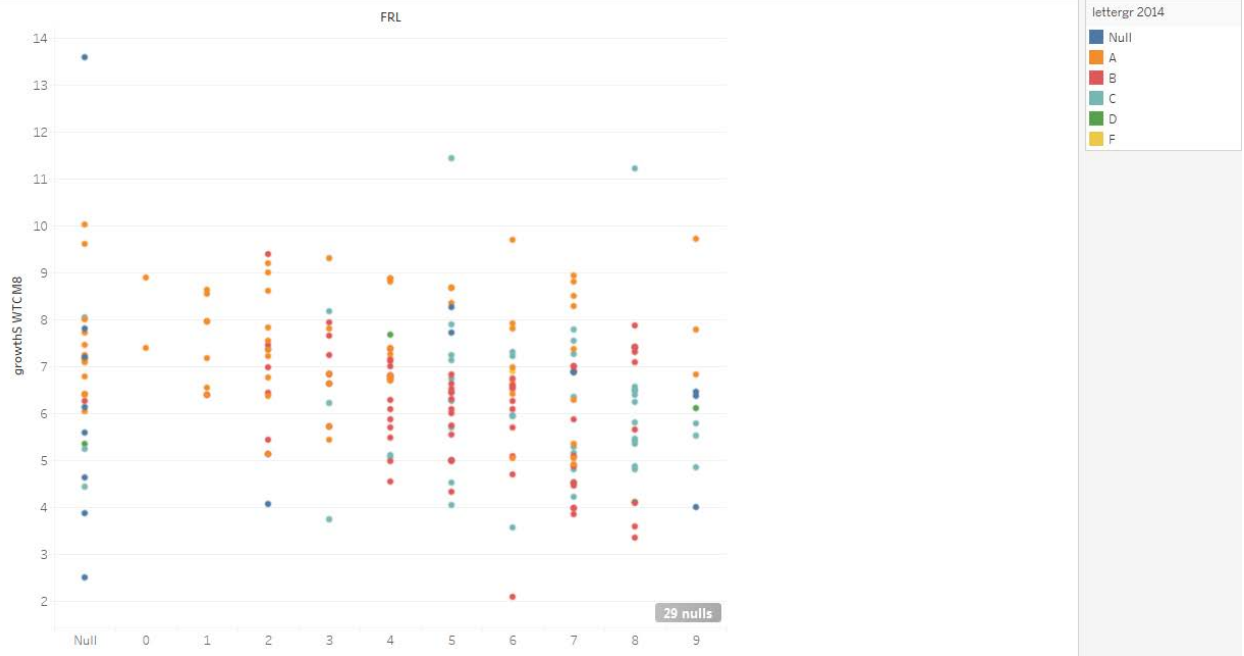
Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	59	4	17	20	2	26	51
80%	59	7	20	16	4	17	38
60%	59	8	6	32		12	13
40%	59	26	1	46	7	10	9
Bottom 20%	59	31	2	43	6	24	2
# Schools	295	76	46	157	19	89	113

Group	#	% of Quintile FRL>70%	% of Quintile FRL < 30	% of Quintile Title	% of Quintile Rural	% of Quintile Charter	% of QuintileAn 'A' Letter Grade in 2014
Top 20%	59	6.78%	28.81%	33.90%	3.39%	44.07%	86.44%
80%	59	11.86%	33.90%	27.12%	6.78%	28.81%	64.41%
60%	59	13.56%	10.17%	54.24%	0.00%	20.34%	22.03%
40%	59	44.07%	1.69%	77.97%	11.86%	16.95%	15.25%
Bottom 20%	59	52.54%	3.39%	72.88%	10.17%	40.68%	3.39%

Group	#	% of FRL>70%	% of FRL < 30	% of Title	% of Rural	% of Charter	% of 'A' Letter Grade in 2014
Top 20%	59	5.26%	36.96%	12.74%	10.53%	29.21%	45.13%
80%	59	9.21%	43.48%	10.19%	21.05%	19.10%	33.63%
60%	59	10.53%	13.04%	20.38%	0.00%	13.48%	11.50%
40%	59	34.21%	2.17%	29.30%	36.84%	11.24%	7.96%
Bottom 20%	59	40.79%	4.35%	27.39%	31.58%	26.97%	1.77%

In the following graphs we have plotted the percentage of total points earned and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points. The results indicate that for the percentage of points earned is moderately related to poverty; so the higher the poverty rate the lower overall percentage of points earned. This is also true for the calculation of growth points.

9-12 Model 9

This model uses weighted proficiency (.6, 1, 1.3) and the Florida growth model against proficiency bands which include 6 minimally proficient bands, 2 partially proficient bands, proficient and highly proficient. Growth points are capped at 20. A CCRI is included and accounted for at the student level to the best of the ability of ADE.

Pros:

- The correlation of total points (-0.497) is still lower than some of the K-8 models.

Cons:

- Weighted proficiency points ranged from 1.6 to 40 with an average of 19.89.
- Using this growth model only 205 of the 295 schools had data in the file. The average was 10.74 points in growth. Approximately 0.5% of the schools with growth points achieved the full 20 points. And close to 7% earned at least 15 growth points.
- CCRI resulted in 13 schools not having data to receive points (#NULL!) and 282 schools receiving points ranging from 0 to 15. Twenty-two of the 282 schools received more than half of their CCRI points. The remainder received less than half. The average CCRI point total was 3.73.
- Very few ELL students are enrolled at the high school level; therefore, points are only available to approximately 20% of the schools (64 out of 295). Of these schools approximately half received their ELL growth points and half received their ELL proficiency points.
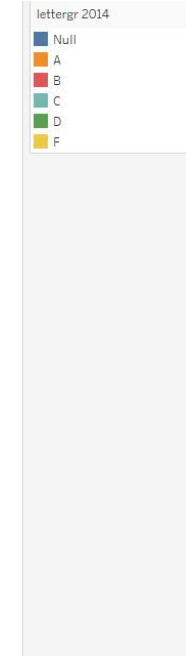- These models lack career ready metrics in the CCRI.
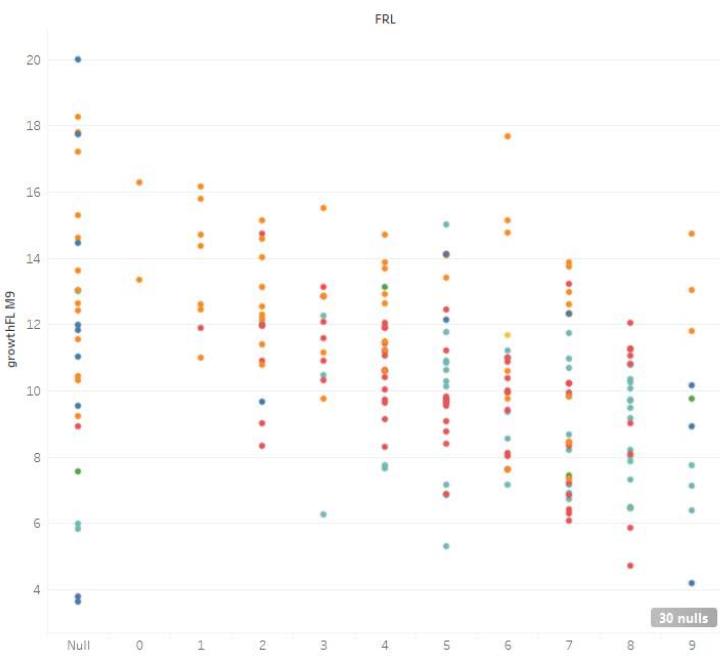
Distributions:
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	59	2	19	18	1	25	52
80%	59	11	14	21	4	18	33
60%	59	9	9	33	1	12	16
40%	59	21	2	41	5	12	10
Bottom 20%	59	33	2	44	8	22	2
# Schools	295	76	46	157	19	89	113

Group	#	% of Quintile FRL>70%	% of Quintile FRL < 30	% of Quintile Title	% of Quintile Rural	% of Quintile Charter	% of QuintileAn 'A' Letter Grade in 2014
Top 20%	59	3.39%	32.20%	30.51%	1.69%	42.37%	88.14%
80%	59	18.64%	23.73%	35.59%	6.78%	30.51%	55.93%
60%	59	15.25%	15.25%	55.93%	1.69%	20.34%	27.12%
40%	59	35.59%	3.39%	69.49%	8.47%	20.34%	16.95%
Bottom 20%	59	55.93%	3.39%	74.58%	13.56%	37.29%	3.39%

Group	#	% of FRL>70%	% of FRL < 30	% of Title	% of Rural	% of Charter	% of 'A' Letter Grade in 2014
Top 20%	59	2.63%	41.30%	11.46%	5.26%	28.09%	46.02%
80%	59	14.47%	30.43%	13.38%	21.05%	20.22%	29.20%
60%	59	11.84%	19.57%	21.02%	5.26%	13.48%	14.16%
40%	59	27.63%	4.35%	26.11%	26.32%	13.48%	8.85%
Bottom 20%	59	43.42%	4.35%	28.03%	42.11%	24.72%	1.77%

In the following graphs we have plotted the percentage of total points earned and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points. The results indicate that for the percentage of points earned is moderately related to poverty; so the higher the poverty rate the lower overall percentage of points earned. This is also true for the calculation of growth points.

9-12 Model 9

This model uses weighted proficiency (.6, 1, 1.3) and the Florida growth model against proficiency bands which include 6 minimally proficient bands, 2 partially proficient bands, proficient and highly proficient. Growth points are capped at 20. A CCRI is included and accounted for at the student level to the best of the ability of ADE.

Pros:

- The correlation of total points (-0.497) is still lower than some of the K-8 models.

Cons:

- Weighted proficiency points ranged from 1.6 to 40 with an average of 19.89.
- Using this growth model only 205 of the 295 schools had data in the file. The average was 10.74 points in growth. Approximately 0.5% of the schools with growth points achieved the full 20 points. And close to 7% earned at least 15 growth points.
- CCRI resulted in 13 schools not having data to receive points (#NULL!) and 282 schools receiving points ranging from 0 to 15. Twenty-two of the 282 schools received more than half of their CCRI points. The remainder received less than half. The average CCRI point total was 3.73.
- Very few ELL students are enrolled at the high school level; therefore, points are only available to approximately 20% of the schools (64 out of 295). Of these schools approximately half received their ELL growth points and half received their ELL proficiency points.
- These models lack career ready metrics in the CCRI.
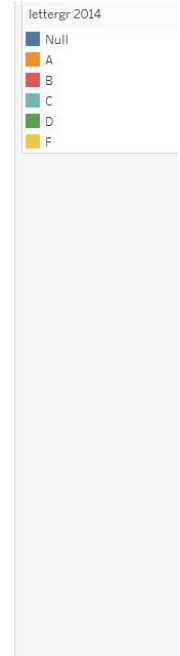
Distributions:
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	59	2	19	18	1	25	52
80%	59	11	14	21	4	18	33
60%	59	9	9	33	1	12	16
40%	59	21	2	41	5	12	10
Bottom 20%	59	33	2	44	8	22	2
# Schools	295	76	46	157	19	89	113

Group	#	% of Quintile FRL>70%	% of Quintile FRL < 30	% of Quintile Title	% of Quintile Rural	% of Quintile Charter	% of QuintileAn 'A' Letter Grade in 2014
Top 20%	59	3.39%	32.20%	30.51%	1.69%	42.37%	88.14%
80%	59	18.64%	23.73%	35.59%	6.78%	30.51%	55.93%
60%	59	15.25%	15.25%	55.93%	1.69%	20.34%	27.12%
40%	59	35.59%	3.39%	69.49%	8.47%	20.34%	16.95%
Bottom 20%	59	55.93%	3.39%	74.58%	13.56%	37.29%	3.39%

Group	#	% of FRL>70%	% of FRL < 30	% of Title	% of Rural	% of Charter	% of 'A' Letter Grade in 2014
Top 20%	59	2.63%	41.30%	11.46%	5.26%	28.09%	46.02%
80%	59	14.47%	30.43%	13.38%	21.05%	20.22%	29.20%
60%	59	11.84%	19.57%	21.02%	5.26%	13.48%	14.16%
40%	59	27.63%	4.35%	26.11%	26.32%	13.48%	8.85%
Bottom 20%	59	43.42%	4.35%	28.03%	42.11%	24.72%	1.77%

In the following graphs we have plotted the percentage of total points earned and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points. The results indicate that for the percentage of points earned is moderately related to poverty; so the higher the poverty rate the lower overall percentage of points earned. This is also true for the calculation of growth points.

9-12 Model 11
HS Stability 30 50 Student

This model calculates proficiency and highly proficient as 1 and minimally proficient and partially proficient as 0. Then it evaluates the rate proficiency by the stability of the student: 3-year stable students' proficiency, 2-year stable students' proficiency and 1-year students' proficiency. SGP/SGT is weighted on the 1 and then assigns weights of 50. Proficiency is at 30 and CCRI at 5. It is suggested that growth be dropped in increments

Component	Points
1 Year Proficiency	5
2 Year Proficiency	10
3 Year Proficiency	15
SGP ALL (1 max)	25
SGT ALL (1 max)	25
ELL Growth	2.5
ELL Proficiency	2.5
CCRI Student	5
Graduation Rate	10

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

- The relationship between proficiency and poverty is -0.6968
- The relationship between proficiency and CCRI is -0.4982
- The relationship between growth and poverty, if growth is the school's strength is -0.3421
- The relationship between the overall points earned and poverty for this model is -0.6468
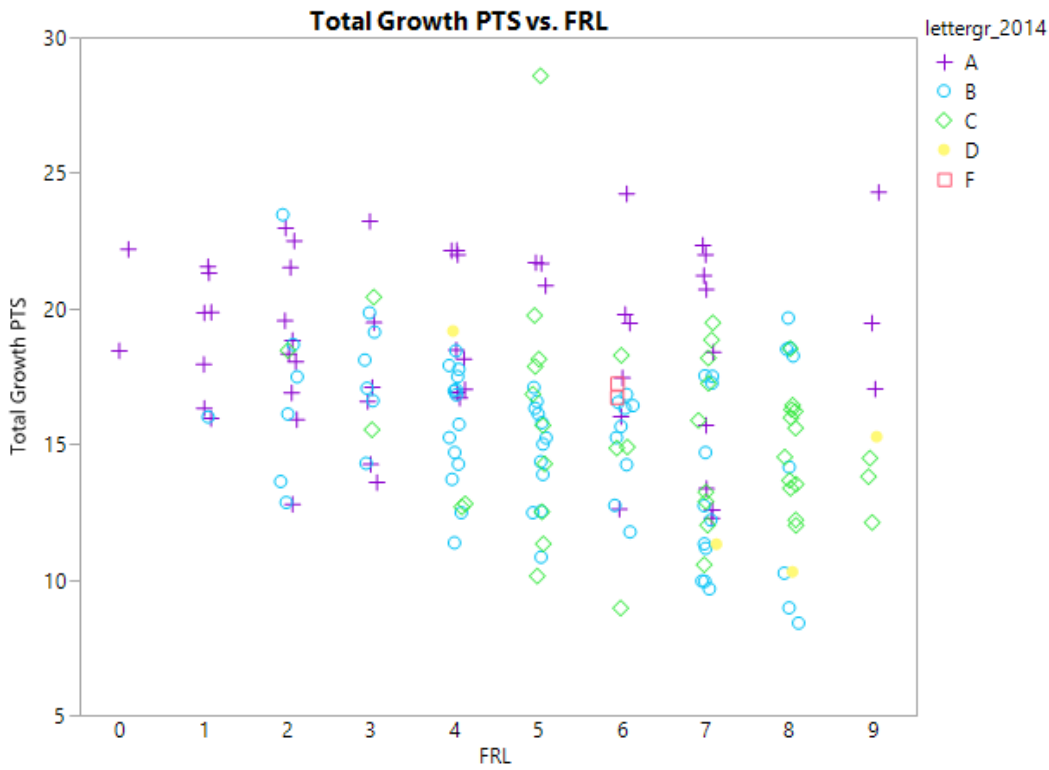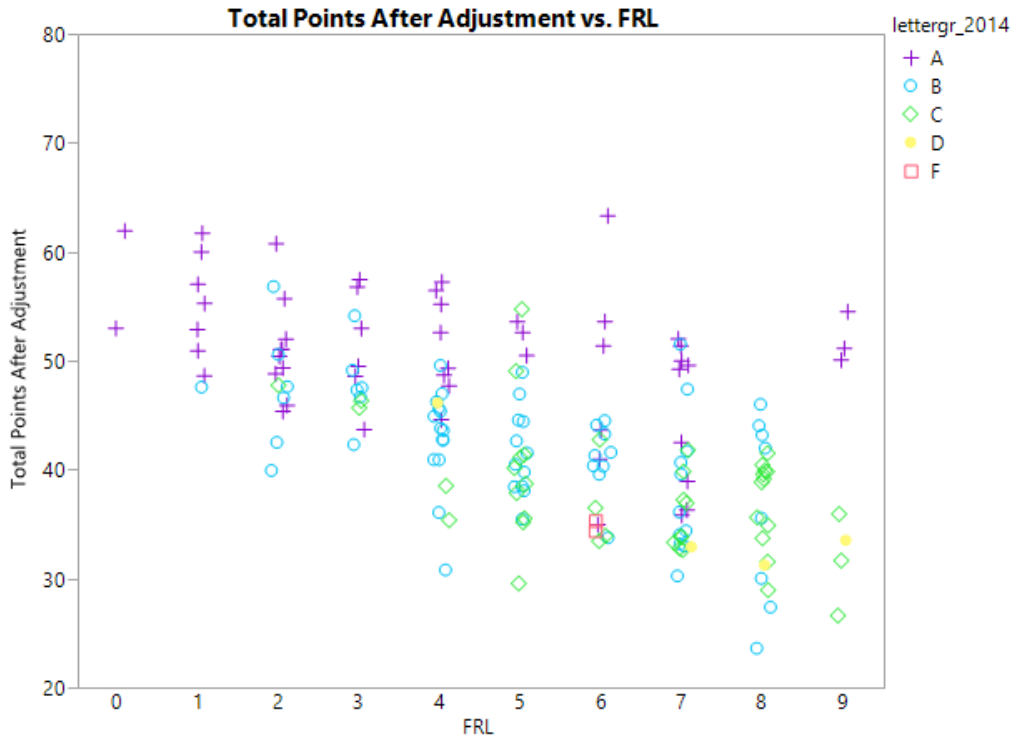
Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	% FRL>70%	% FRL < 30	% Title /	Non	% Charter /	Non	2014 A-F				
Top 20%	11%	41%	54%	46%	27%	73%	89%	8%	3%	0%	0%
80%	16%	50%	32%	68%	21%	79%	53%	37%	11%	0%	0%
60%	21%	16%	58%	42%	11%	89%	18%	63%	16%	3%	0%
40%	50%	3%	82%	18%	11%	89%	14%	43%	43%	0%	0%
Bottom 20%	61%	0%	89%	11%	8%	92%	3%	30%	51%	11%	5%
							A	B	C	D	F

Correlations to FRL

	FRL
Total Proficiency Points	-0.6968
Grad rate	-0.2683
CCRI Student 5PTS	-0.5539
Total Growth PTS	-0.3421
Total Points Before ADJ	-0.5688
Total Points After Adjustment	-0.6468

Scatterplot – Growth v. FRL; Total Pts. – FRL, correlations
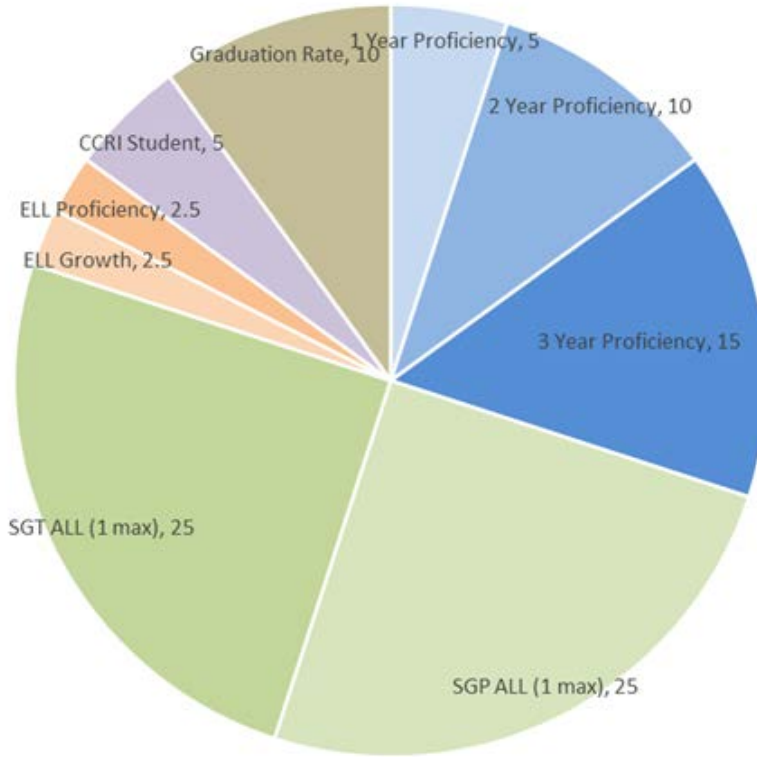

Total Points After Adjustment vs. FRL

lettergr_2014
+ A
○ B
◇ C
● D
□ F

Total Growth PTS vs. FRL

lettergr_2014
+ A
○ B
◇ C
● D
□ F

Distributions

Total Points After Adjustment
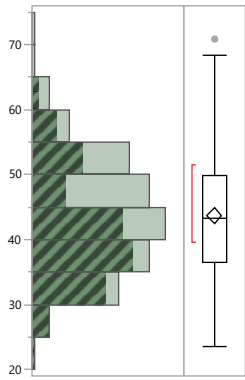
Quantiles

100.0%	maximum	70.87
99.5%		70.87
97.5%		61.83
90.0%		54.94
75.0%	quartile	49.845
50.0%	median	43.27
25.0%	quartile	36.43
10.0%		33.09
2.5%		29.1825
0.5%		23.61
0.0%	minimum	23.61

Summary Statistics

Mean	43.788624
Std Dev	8.6293872
Std Err Mean	0.6276956
Upper 95% Mean	45.026856
Lower 95% Mean	42.550393
N	189

Pie chart labels:
- 1 Year Proficiency, 5
- 2 Year Proficiency, 10
- 3 Year Proficiency, 15
- Graduation Rate, 10
- CCRI Student, 5
- ELL Proficiency, 2.5
- ELL Growth, 2.5
- SGT ALL (1 max), 25
- SGP ALL (1 max), 25

Distributions Titlel=0

Total Points After Adjustment
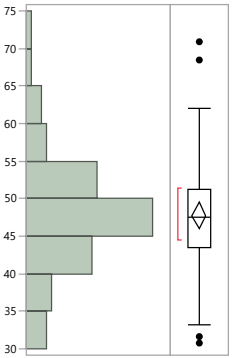
Quantiles

100.0%	maximum	70.87
99.5%		70.87
97.5%		68.98675
90.0%		57.053
75.0%	quartile	51.25
50.0%	median	47.555
25.0%	quartile	43.5075
10.0%		38.59
2.5%		31.4665
0.5%		30.8
0.0%	minimum	30.8

Summary Statistics

Mean	47.769429
Std Dev	7.5384373
Std Err Mean	0.9010156
Upper 95% Mean	49.566906
Lower 95% Mean	45.971952
N	70

Distributions Titlel=1

Total Points After Adjustment
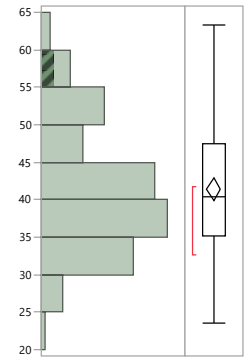
Quantiles

100.0%	maximum	63.37
99.5%		63.37
97.5%		57.57
90.0%		54.57
75.0%	quartile	47.39
50.0%	median	40.36
25.0%	quartile	35.17
10.0%		31.55
2.5%		27.38
0.5%		23.61
0.0%	minimum	23.61

Summary Statistics

Mean	41.446975
Std Dev	8.3952886
Std Err Mean	0.7695948
Upper 95% Mean	42.970982
Lower 95% Mean	39.922967
N	119

Other Components by Title:

Distributions Titlel=0

Total ProficiencyPoints	gradrate	CCRI Student 5PTS	Total Growth PTS
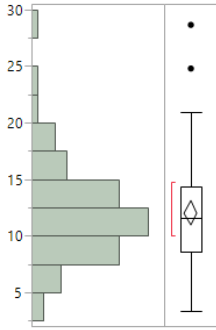
Quantiles — Total ProficiencyPoints

100.0%	maximum	28.65
99.5%		28.65
97.5%		25.65695
90.0%		18.0511
75.0%	quartile	14.3
50.0%	median	11.6155
25.0%	quartile	8.62325
10.0%		6.9924
2.5%		3.5324
0.5%		3.365
0.0%	minimum	3.365

Summary Statistics — Total ProficiencyPoints

Mean	12.027857
Std Dev	4.5102208
Std Err Mean	0.5390745
Upper 95% Mean	13.103281
Lower 95% Mean	10.952433
N	70

Quantiles — gradrate
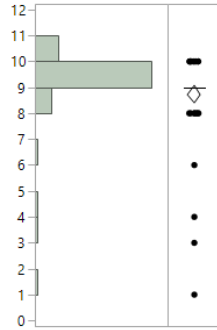
100.0%	maximum	10
99.5%		10
97.5%		10
90.0%		10
75.0%	quartile	9
50.0%	median	9
25.0%	quartile	9
10.0%		8
2.5%		2.55
0.5%		1
0.0%	minimum	1

Summary Statistics — gradrate

Mean	8.7285714
Std Dev	1.4538448
Std Err Mean	0.1737677
Upper 95% Mean	9.0752285
Lower 95% Mean	8.3819144
N	70
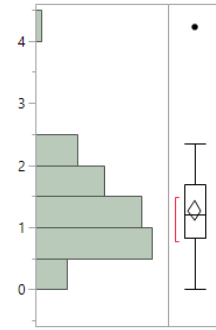
Quantiles — CCRI Student 5PTS

100.0%	maximum	4.22
99.5%		4.22
97.5%		2.763
90.0%		2.059
75.0%	quartile	1.6825
50.0%	median	1.21
25.0%	quartile	0.84
10.0%		0.532
2.5%		0.1705
0.5%		0
0.0%	minimum	0

Summary Statistics — CCRI Student 5PTS

Mean	1.263
Std Dev	0.6598448
Std Err Mean	0.0788665
Upper 95% Mean	1.4203344
Lower 95% Mean	1.1056656
N	70
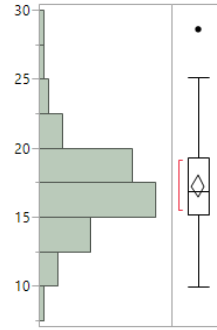
Quantiles — Total Growth PTS

100.0%	maximum	28.58
99.5%		28.58
97.5%		25.8675
90.0%		21.52
75.0%	quartile	19.255
50.0%	median	16.87
25.0%	quartile	15.2025
10.0%		12.888
2.5%		10.8855
0.5%		9.94
0.0%	minimum	9.94

Summary Statistics — Total Growth PTS

Mean	17.219714
Std Dev	3.3194499
Std Err Mean	0.3967502
Upper 95% Mean	18.011209
Lower 95% Mean	16.428219
N	70