Grade Level Readiness Technical Guide

Madera Unified School District

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Abstract

This technical guide will cover the calculations for a students'
Grade Level Readiness (GLR) Scores.

1 Introduction & Background

Madera Unified School District has developed a system to measure the status and growth of all K-12 students in respect to their preparedness for the next grade level and/or college and career. From that interest, the GLR system was created.

The GLR system produces an Overall GLR Score for students that are based on multiple, weighted, grade level measures. These measures span across engagement, academics, and socio-emotional factors.

2 Assumptions

1. **Total Weights** — that all grade level Initial Measure Weight sum to 100, not including bonus measures.

3 Methodology

The GLR system calculates a score based on multiple measures for each individual student. Each measure produces an amount of GLR points that are summed together to calculate the students Overall GLR Score. As assumed, all the non-bonus measures will sum to equal 100, the scale for which GLR Bands are given See Appendix.

The data for each individual measure is stored in the MUSD Indicator system and is updated every 24 hours. The measure data is then pulled on recalculation of the GLR and should be considered the most up-to-date information for the student.

3.1 Preface — Calculation

The GLR calculations depend on initial conditions being met for each measure before being inserted into the student GLR calculation. They are as follows:

A measure must...
1. have an indicator setup in the MUSD Indicator System to provide the data necessary for calculation.
2. have measure Cut Points for each grade level that will consider the measure in its calculations.
3. have initial measure weights for each grade level that will consider the measure in its calculations.

Upon meeting these conditions, the measure will be used in the calculations for students in the corresponding grade levels.

3.2 Initial Measure Weights

Each measure will have an Initial Measure Weight. This is the percentage of the student overall GLR score that the measure occupies. The initial measure weights for each measure, per grade level, are static.

Example: Student A is in the first grade. Per definition, 1st grade students have four measures as defined below with their initial measure weights:
- Attendance — 12.5%
- Discipline & Behavior — 12.5%
- Grade Point Average (GPA) — 25%
- Net Steps Guided Reading (NSGR) — 50%

3.3 Adjusted Measure Weights

Though each measure in the GLR system has its own initial weight, the GLR system is adaptive so that it will calculate a score for a student missing any of their grade level measures by redistributing the missing point values proportionally to the remaining measures. This is known as a measure's Adjusted Measure Weight.

The adjusted measure weight is used to calculate the amount of individual measure GLR points to be added to the students overall GLR score.

3.3.1 Calculating Adjusted Measure Weight

When a measure is missing from a students' collection of data and is a part of the students grade level measures, then the GLR system will redistribute the missing measure weight to the measures that the student does have. It does this proportionally by taking each remaining measure's initial weight and dividing it by the sum of the remaining student measures initial weights. The calculation method is shown in figure 1 below.

3.3.2 Adjusted Measure Weight — Example

The following is an example of Adjusted Measure Weight.

Student A is in the first grade. Per definition, 1st grade students have four measures as defined below with their initial measure weights:
- Attendance — 12.5%
- Discipline & Behavior — 12.5%
- Grade Point Average (GPA) — 25%
- Net Steps Guided Reading (NSGR) — 50%

Let's say that Student A does not have a GPA.

The remaining measures (Attendance, Discipline and NSGR) initial weights would add up to 75%.

By taking the individual remaining measure weights and dividing them by the sum of the remaining measure weights (75%), we arrive at the adjusted measure weights for the remaining measures.

- Attendance — 12.5% ÷ 75% × 100 = 16.667%
- Discipline & Behavior — 12.5% ÷ 75% × 100 = 16.667%
- NSGR — 50% ÷ 75% × 100 = 66.667%

Sum of Adjusted Weights

16.667% + 16.667% + 66.667% ≈ 100%

3.4 Measure Cut Points

Measure cut points are defined for each measure and are necessary to be able to calculate not only an individual measures' GLR Points, but also the amount of points to be added to the students overall GLR score. Cut points can be setup in one of two configurations.

1. Banded Cut Points — Banded cut points are measures that have distinct groupings defined by a minimum(Min_{cp}) and maximum(Max_{cp}) value, as well as a percent of measure weight. If the value the student received for this measure is between the min and max value for the band, then they are assigned the percent of measure weight for that band. Typically, the better the performance in a measure, the more percent of a measure weight the student will receive, thus increasing the number of GLR points the student receives.
   a. Example — The California Smarter Balanced (SBAC) assessment places a students results in one of 4 placements.
      Level 1 — Standard Not Met
      Level 2 — Standard Nearly Met
      Level 3 — Standard Met
      Level 4 — Standard Exceeded
   For the SBAC measure, the measure cut points have been setup to mirror the SBAC levels, thus providing a percent of measure weight for every SBAC placement a student can get. This is shown below.

SBAC Level	Min_{cp}	Max_{cp}	% of Measure Weight
1	1	1	25%
2	2	2	50%
3	3	3	75%

4	4	4	100%

When a student receives a 3 on the SBAC test, they will receive 75% of the measure weight.

2. Percentage Cut points — Unlike banded cut points, percentage cut points do not have multiple min and max values, but rather the min and max values set at 0 and 100 respectively. Percentage cut point measures expect that measure values for a student are returned in a percentage from 0 to 100, and the students measure value then becomes the percent of measure weight for that measure. Percentage cut points typically don't have point value assertion jumps as the entire percentage scale is used.
   a. Example — GPA is typically on a 4.0 scale. Using a banded approach to 4.0 might not produce results fluid enough for something as organic as grade point average. In this case, we use a percentage cut point. By converting the students GPA to a 100 point scale (StudentGPA ÷ 4.0 × 100), we can now use this percentage as the percent of measure weight for the measure.

3.5 Required Measures

The GLR system is built in a way that required measures for a grade level can be used. When a measure is required, a GLR score will not be calculated for a student missing these required measures. This is to alleviate false negatives/positives when analyzing data.

3.6 Total Measure Weights

The GLR system is built in a way that the total measure weight possible for a student is taken into consideration when calculating a student's GLR Score. Thresholds are set for each grade level that the possible points must exceed in order to receive a GLR Score.

Example — Every grade level has the potential to earn 100 GLR points. If a student misses a measure worth 20 GLR points, the students total measure weight, or the maximum possible non-adjusted GLR points a student can earn, is now 80 GLR Points. If 80 points is below the total measure weight threshold for that students grade level, a GLR Score will not be calculated.

3.7 Bonus Measures

The GLR system is built in a way that bonus measures for a grade level can be used. A bonus measure is never required, nor is it factored into the "initial measure weights summing up to 100" concept. A grade level initial measure weights will add up to 100 not including the bonus measures.

Bonus measures and their weights or GLR point values are added to a students Overall GLR Score after it has been calculated. With bonus measures, it is possible to achieve a score over 100.

3.8 Measure Grade Level Readiness Points

GLR Points are calculated for each individual measure as an indicator of student achievement on a disaggregated level. Each measure will be assigned a readiness status based on the Measure GLR Points. The Measure Grade Level Readiness points are calculated as follows :

$$PercentOfMeasureWeight \times InitialMeasureWeight \times 100$$

3.9 Adjusted Measure Grade Level Readiness Points

Adjusted GLR Points are calculated for each individual measure to be used for overall GLR Score. The Adjusted Measure Grade Level Readiness points are calculated as follows:

$$PercentOfMeasureWeight \times AdjustedMeasureWeight \times 100$$

3.10 Overall Grade Level Readiness Points

Overall GLR points are given to each student and each student is placed into a GLR band based on their Overall GLR Points. The formula for calculating Overall GLR points is shown below in Figure 4:

$$\Sigma \, AdjustedMeasureGradeLevelPoints$$

Figure 4: Adjusted Measure Grade Level Readiness Points

4 Calculations

The following is the procedure used to calculate and store student measure GLR points and overall GLR points.
1. Retrieve measure information from database
   a. Measures
   b. Measure Cut Points
   c. Measure Weights
   d. Required Measures
2. Organize Measure Data — Attach cut points, weights, and required to measure data by grade level
3. For each measure, retrieve student information and attach it to the measure data
4. Retrieve active students from the database
5. For each student, utilizing their grade level, calculate their adjusted measure weights and measure GLR Points

a. Calculate measure weights by calculating which measures a student has a value for. If no value, do not use the measure for this student's calculation. If the measure is required, but the student does not have a value, then flag the student for missing required measure
   b. Calculate the Measure GLR Points using the initial weights. Using the initial weights for the Measure GLR Points assures consistency and validity in absolute performance per measure
   c. Calculate the Adjusted Measure GLR Points using the Adjusted Measure Weights
   d. Attach Measure Grade Level Readiness level band using the Measure GLR Points
6. Calculate the students Overall GLR Score by summing the Adjusted Measure GLR Points
7. Attach Overall Grade Level Readiness Level band by using the Overall GLR Points

Appendices

A Measures

Measure	Description	Notes	Calculation Examples
Attendance Rate	The rate of a student's attendance, total days enrolled / total days attended in the current school year		98-100% - 100% 96-97.99% - 75% 93-95.99% - 50% 0-92.99% - 25% 2nd Grade Example .75 × 8.33 = 6.2475 GLR Points
Positive Behavior Rate	The rate of a students positive behavior days, total days enrolled / total positive behavior days in the current school year		99%-100% - 100% 97-98.99% - 75% 95-96.99% - 50% 0-94.99% - 25% 2nd grade example: .75 × 8.33 = 6.2475 GLR Points
GPA	All course GPA by segment (Elementary 1-6; Secondary 7-12)	1st grade conversion O - 4 S - 3 N - 2 U - 1	(GPA * measure weight) / 4 8th grade example: (3.5 * 8.34) / 4 = 729753 GLR Points
NSGR	Reading assessment that helps teachers pinpoint reading levels and begin instruction within days (K-2 Grades)	Refer to NSGR tab for score variable and assessment periods for complete details	score variable * measure weight 2nd grade 2nd assessment example: .375 * 37.5 =14.0625 GLR Points
SBAC ELA (CAASPP)	SBAC ELA (CAASPP) & The ELA Smarter Balanced Summative Assessments are delivered by computer consist of two sections: a computer-adaptive test and a Performance Task (PT) based on the Common Core State Standards. The computer-adaptive section includes a range of items types such as selected response, constructed response, fill-in, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards.		Exceeds standard - 100% Standard met - 75% Standard nearly met - 50% Standard not met - 25% 4th grade standard met example: .75 × 15 = 11.25 GLR Points
Interim ELA (NWEA)	ELA assessment that dynamically adjusts to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance (2-11 grades)	Overall percentile band	High - 100% High Average - 80% Average - 60% Low Average - 40% Low - 20% 5th grade example: .75 × 15 = 11.25 GLR Points
Interim Math	Math assessment that dynamically adjusts to	Overall percentile	High - 100%

(NWEA)	each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance (2-11 grades)	band	High Average - 80% Average - 60% Low Average - 40% Low - 20% 6th grade example: .5 × 15 = 7.5 GLR Points
SBAC Math (CAASPP)	The math Smarter Balanced Summative Assessments which are delivered by computer consist of two sections: a computer-adaptive test and a Performance Task (PT) based on the Common Core State Standards. The computer-adaptive section includes a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standard		Exceeds standard - 100% Standard met - 75% Standard nearly met - 50% Standard not met - 25% .75 × 15 = 11.25 GLR Points
Lexile (SRI)	The SRI is designed to measure Lexile or reading ability. Lexile levels are scientifically and mathematically assigned based on the difficulty and readability of a book.		Advanced - 100% Proficient - 75% Basic - 50% Below Basic - 25% 3rd grade advanced example: 1.0 × 25 = 25 GLR Points
ELPAC	The ELPAC assesses public school English Learner students in K–12 in the following four domains in English: Listening, Speaking, Reading and Writing		Well developed - 100% moderately developed - 75% somewhat developed - 50% minimally developed - 25% any grade somewhat example: .5 × 2 = 1 GLR Points
SAT	The SAT is designed to measure a student's ability to understand and process elements in three subjects: reading, writing, and math. SAT scores are calculated based on a student's performance relative to other test-takers, and have proven to be an indicator of collegiate success.	Scores relative percentage to College Boards College Readiness Scores up to 100%	(SAT score/CCR Score) * measure weight 11th grade example: (790/820) * 10.82 = 9.856 GLR Points
PSAT	The PSAT is designed to measure the ability to understand and process elements of reading, writing, and mathematics. & scores relative percentage to College boards College Readiness Scores up to 100%	Scores relative percentage to College Boards College Readiness Scores up to 100%	(PSAT score/CCR Score) * measure weight 9th grade example: (850/970) * 6.11 =5.35 GLR Points
A-G Status	The intent of the "a-g" subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.		Meets all requirements - 100% Close to meeting requirements - 66% Not meeting requirements - 33% 9th grade close example: .66 × 16.66 = 10.9956 GLR Points
AP Exams	Each of the 38 exams has its own unique requirements; however, almost all the exams have several things in common: Most exams are two to three hours long. Be prepared to tackle a challenging exam with	Scores of 3+ Only	3+ on any exam - 100% 10th grade example: 1.0 × 2 = 2 GLR Points

	limited breaks, The first part of the exam usually consists of multiple-choice questions, and the second part of the exam usually consists of free-response questions that require you to generate your own responses. Depending on the exam, your responses could be in the form of an essay, a solution to a problem, or a spoken response.		
Dual-Enrollment Course	Students, upon recommendation from their principal and with parental consent, to attend a community college as a special part-time student and to enroll in one or more courses offered at the community college level. The purpose of the educational code is to provide educational enrichment for a limited number of eligible pupils.	Enrollment	A/B/C in any DE course - 100% 12th grade example: 1.0 × 2 = 2 GLR Points
CTE Pathway Course	A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and careers.	Enrollment	enrollment in any CTE course — 100% 12th grade example: 1.0 × 1 = 1 GLR Points

B Grade Level Measures

	Grade Levels													
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Attendance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Behavior	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GPA			X	X	X	X	X	X	X	X	X	X	X	X
NWEA ELA				X	X	X	X	X	X	X	X	X	X	X
NWEA Math			X	X	X	X	X	X	X	X	X	X	X	X
SBAC ELA						X	X	X	X	X	X			X
SBAC Math						X	X	X	X	X	X			X
NSGR	X	X	X	X										
SAT											X	X	X	X
PSAT											X	X	X	X
A-G On-Track											X	X	X	X
SRI					X	X	X	X						

C Grade Level Measure Weights

	Grade Levels													
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Attendance	25	25	8.33	8.33	8.33	8.33	8.33	8.33	8.33	8.33	6.67	6.67	6.67	6.67
Positive Behavior	12.5	12.5	8.33	8.33	8.33	8.33	8.33	8.33	8.33	8.33	6.67	6.67	6.67	6.67
GPA	0	0	8.34	8.34	8.34	8.34	8.34	8.34	8.34	8.34	6.68	6.69	6.69	6.7
NWEA ELA	0	0	0	29.44	25	15	15	15	18.75	18.75	11.11	20	20	0
NWEA Math	0	0	37.5	29.44	25	15	15	15	18.75	18.75	11.11	20	20	0
NSGR	62.5	62.5	37.5	16.12	0	0	0	0	0	0	0	0	0	0
SBAC ELA	0	0	0	0	0	15	15	15	18.75	18.75	14.44	0	0	22.41
SBAC Math	0	0	0	0	0	15	15	15	18.75	18.75	14.44	0	0	22.41
SRI	0	0	0	0	25	15	15	15	0	0	0	0	0	0
SAT ELA	0	0	0	0	0	0	0	0	0	0	0	0	10.82	9.91
SAT Math	0	0	0	0	0	0	0	0	0	0	0	0	10.82	9.91
PSAT ELA	0	0	0	0	0	0	0	0	0	0	6.11	10.82	0	0
PSAT Math	0	0	0	0	0	0	0	0	0	0	6.11	10.82	0	0
A-G On-Track	0	0	0	0	0	0	0	0	0	0	16.66	18.33	18.33	15.32

D Bonus Measures

	Grade Levels													
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Lexile EL									X	X	X	X	X	X
ELPAC	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AP Exams											X	X	X	X
CTE Pathway Grade											X	X	X	X
Dual Enrollment Grade											X	X	X	X

E Bonus Measure Weights

	Grade Levels													
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Lexile EL									1	1	1	1	1	1
ELPAC	2	2	2	2	2	2	2	2	2	2	2	2	2	2
AP Exams											2	2	2	2
CTE Pathway Grade											2	2	2	2
Dual Enrollment Grade											2	2	2	2

F Required Measures

No Required Measures for any Grade Level

G Total Measure Weights

	Grade Levels													
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Measure Weight	90	90	90	90	90	90	90	90	90	90	90	90	90	90

H Grade Level Readiness Bands

Grade Level Readiness Band	Percentages
Exceeding Grade Level (Blue)	82.5% - 100%
Ready for Grade Level (Green)	70% - 82.49%
Close to Grade Level (Yellow)	55% - 69.99%
Below Grade Level (Orange)	45% - 54.99%
Far Below Grade Level (Red)	0% - 44.99%

I NSGR Alpha to Numeric Conversion

Grade Level	Test Number	NSGR Score	Pct of Measure Weight
0	2	Pre-A	0.25
0	2	A	0.5
0	2	B	0.875
0	2	C	1
0	2	D	1
0	2	E	1
0	2	F	1
0	2	G	1
0	2	H	1
0	2	I	1
0	2	J	1
0	2	K	1
0	2	L	1
0	2	M	1
0	2	N	1
0	2	N+	1
0	3	Pre-A	0.1875
0	3	A	0.375
0	3	B	0.5625
0	3	C	0.75
0	3	D	0.875
0	3	E	1
0	3	F	1
0	3	G	1
0	3	H	1
0	3	I	1
0	3	J	1
0	3	K	1
0	3	L	1

0	3	M	1
0	3	N	1
0	3	N+	1
0	4	Pre-A	0.15
0	4	A	0.3
0	4	B	0.45
0	4	C	0.6
0	4	D	0.75
0	4	E	0.875
0	4	F	1
0	4	G	1
0	4	H	1
0	4	I	1
0	4	J	1
0	4	K	1
0	4	L	1
0	4	M	1
0	4	N	1
0	4	N+	1
1	1	Pre-A	0.15
1	1	A	0.3
1	1	B	0.45
1	1	C	0.6
1	1	D	0.75
1	1	E	0.875
1	1	F	1
1	1	G	1
1	1	H	1
1	1	I	1
1	1	J	1
1	1	K	1
1	1	L	1
1	1	M	1
1	1	N	1

1	1	N+	1
1	2	Pre-A	0.1071
1	2	A	0.2142
1	2	B	0.3213
1	2	C	0.4284
1	2	D	0.5355
1	2	E	0.6426
1	2	F	0.75
1	2	G	0.875
1	2	H	1
1	2	I	1
1	2	J	1
1	2	K	1
1	2	L	1
1	2	M	1
1	2	N	1
1	2	N+	1
1	3	Pre-A	0.0833
1	3	A	0.1666
1	3	B	0.2499
1	3	C	0.3332
1	3	D	0.4165
1	3	E	0.4998
1	3	F	0.5831
1	3	G	0.6664
1	3	H	0.75
1	3	I	0.875
1	3	J	1
1	3	K	1
1	3	L	1
1	3	M	1
1	3	N	1
1	3	N+	1
1	4	Pre-A	0.075

1	4	A	0.15
1	4	B	0.225
1	4	C	0.3
1	4	D	0.375
1	4	E	0.45
1	4	F	0.525
1	4	G	0.6
1	4	H	0.675
1	4	I	0.75
1	4	J	0.875
1	4	K	1
1	4	L	1
1	4	M	1
1	4	N	1
1	4	N+	1
2	1	Pre-A	0.0682
2	1	A	0.1364
2	1	B	0.2046
2	1	C	0.2728
2	1	D	0.341
2	1	E	0.4092
2	1	F	0.4774
2	1	G	0.5456
2	1	H	0.6138
2	1	I	0.682
2	1	J	0.75
2	1	K	0.875
2	1	L	1
2	1	M	1
2	1	N	1
2	1	N+	1
2	2	Pre-A	0.0625
2	2	A	0.125
2	2	B	0.1875

2	2	C	0.25
2	2	D	3125
2	2	E	0.375
2	2	F	0.4375
2	2	G	0.5
2	2	H	0.5625
2	2	I	0.625
2	2	J	0.6875
2	2	K	0.75
2	2	L	0.875
2	2	M	1
2	2	N	1
2	2	N+	1
2	3	Pre-A	0.0577
2	3	A	0.1154
2	3	B	0.1731
2	3	C	0.2308
2	3	D	0.2885
2	3	E	0.3462
2	3	F	0.4039
2	3	G	0.4616
2	3	H	0.5193
2	3	I	0.577
2	3	J	0.6347
2	3	K	0.6924
2	3	L	0.75
2	3	M	0.875
2	3	N	1
2	3	N+	1
2	4	Pre-A	0.0536
2	4	A	0.1072
2	4	B	0.1608
2	4	C	0.2144
2	4	D	0.268

2	4	E	0.3216
2	4	F	0.3752
2	4	G	0.4288
2	4	H	0.4824
2	4	I	0.536
2	4	J	0.5896
2	4	K	0.6432
2	4	L	0.6968
2	4	M	0.75
2	4	N	0.875
2	4	N+	1

J Calculating Percent of Measure Weight

J.1 Attendance Rate

A student's attendance rate is defined as the number of days present divided by the number of days enrolled.

The cut points for Attendance Rate are banded. Therefore, a student's attendance rate will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A has 3 absences and has been enrolled for 100 days. With 3 absences, he has been present 97 days. 97 divided by 100 produces an attendance rate of 97%. 97% falls into the 2nd band (96-97.99%) and will receive a 75 percent of measure weight.

J.2 Positive Behavior Rate

A student's Positive Behavior rate is defined as the number of days a student is discipline incident free divided by the number of days enrolled.

The cut points for Positive Behavior Rate are banded. Therefore, student's Positive Behavior rate will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A has 3 days with behavior incidents and has been enrolled for 100 days. With 3 days of behavior incidents, he has been discipline incident free 97 days. 97 divided by 100 produces a Positive Behavior rate of 97%. 97% falls into the 2nd band (97-98.99%) and will receive a 75 percent of measure weight.

J.3 GPA — Grade Point Average

A student's GPA is defined as the number of grade points completed divided by the number of grade points possible.

The cut points for GPA are percentage based. Therefore, student GPA on a 100 point scale will be their percent of measure weight.

Example — Student A has only one years worth of grades. The student received 1 "A", 3 "B"s, and 2 "C"s. Per normal 4 point scale, the student earned 17 grade points out of 24 grade points possible. 17 divided by 24 results in a 70.83% grade point percentage which becomes our percent of measure weight.

J.4 NSGR

A student's NSGR score is given to them using the NSGR proficiency scale. The score given will be an alpha character and must be converted using our NSGR Alpha to Numeric conversion table.

The NSGR Alpha to Numeric conversion table gives us the percent of measure weight.

J.5 SBAC ELA (CAASPP)

A student's SBAC ELA Achievement Level is given to the student for their performance on the CAASPP Exam.

The cut points for SBAC ELA scores are banded. Therefore, student SBAC ELA scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A received an achievement level of 2 on the SBAC ELA. The student's achievement level will receive a 50 percent measure weight.

J.6 SBAC Math (CAASPP)

A student's SBAC Math Achievement Level is given to the student for their performance on the CAASPP Exam.

The cut points for SBAC Math scores are banded. Therefore, student SBAC Math scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A received an achievement level of 4 on the SBAC Math. The student's achievement level will receive a 100 percent measure weight.

J.7 NWEA ELA (CAASPP)

A student's NWEA ELA Test Percentile is given to the student for their performance on the NWEA ELA Exam.

The cut points for NWEA ELA scores are banded. Therefore, student NWEA ELA percentiles will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A received a test percentile of 27%ile. This student's percentile will fall into the 4th band (21-40%ile) and will receive a 40 percent of measure weight.

J.8 NWEA Math (CAASPP)

A student's NWEA Math Test Percentile is given to the student for their performance on the NWEA Math Exam.

The cut points for NWEA Math scores are banded. Therefore, student NWEA Math percentiles will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A received a test percentile of 27%ile. This student's percentile will fall into the 4th band (21-40%ile) and will receive a 40 percent of measure weight.

J.9 SRI (Lexile)

A student's Lexile is given to them based on their performance on the Scholastic Reading Inventory.

The cut points for Lexile scores are banded. Therefore, student Lexile scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A, a 4th grade student, received a Lexile score of 485. This Lexile score will fall into the 4th band (BR — 539) and will receive a 25 percent of measure weight.

J.10 SAT ELA

A student's SAT ELA score is given to them based on their performance on the College Board SAT ELA Exam.

The cut points for SAT ELA scores are banded. Therefore, student SAT ELA scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A, an 11th grade student, received an SAT ELA score of 600. This SAT ELA score will fall into the 1st band (460 – 760) and will receive a 100 percent of measure weight.

J.11 SAT Math

A student's SAT Math score is given to them based on their performance on the College Board SAT Math Exam.

The cut points for SAT Math scores are banded. Therefore, student SAT Math scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A, an 11th grade student, received an SAT Math score of 490. This SAT Math score will fall into the 2nd band (480 – 500) and will receive a 75 percent of measure weight.

J.12 PSAT ELA

A student's PSAT ELA score is given to them based on their performance on the College Board PSAT ELA Exam.

The cut points for PSAT ELA scores are banded. Therefore, student PSAT ELA scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A, a 10th grade student, received an PSAT ELA score of 320. This PSAT ELA score will fall into the 1st band (290 – 400) and will receive a 50 percent of measure weight.

J.13 PSAT Math

A student's PSAT Math score is given to them based on their performance on the College Board PSAT Math Exam.

The cut points for PSAT Math scores are banded. Therefore, student PSAT Math scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A, a 10th grade student, received an PSAT Math score of 320. This PSAT Math score will fall into the 3rd band (310 – 440) and will receive a 50 percent of measure weight.

J.14 ELPAC — Bonus

A student's ELPAC score is given to them based on their performance on the ELPAC Exam.

The cut points for ELPAC scores are banded. Therefore, student ELPAC scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example — Student A received an ELPAC score of 3. This ELPAC score will fall into the 2nd band (3) and will receive a 75 percent of measure weight.

J.15 EL SRI (Lexile) - Bonus

A student's Lexile is given to them based on their performance on the Scholastic Reading Inventory.

The cut points for Lexile scores are banded. Therefore, student Lexile scores will fall into a single band and that band will have the percent of measure weight attached to it.

Example - Student A, a 9th grade student, received a Lexile score of 1100. This Lexile score will fall into the 2nd band (1050 - 1264) and will receive a 75 percent of measure weight.

J.16 AP Exams - Bonus

A student's AP Exam credit is given to students based on a passing score on any AP Exam.

The cut points for AP Exam credits are percentage based. A passing score will receive 100 percent of measure weight

Example - Student A received an AP score of 3. The student will receive 100 percent of measure weight.

J.17 CTE Participation - Bonus

A student's CTE Participation credit is given to students based on a passing score in any CTE Course for the current year.

The cut points for CTE Participation credit are percentage based. A passing grade will receive 100 percent of measure weight

Example - Student A received a CTE Participation grade of D-. The student will receive 0 percent of measure weight.

J.18 Dual Enrollment Participation - Bonus

A student's Dual Enrollment credit is given to students based on a passing score in any CTE Course for the current year.

The cut points for Dual Enrollment credit are percentage based. A passing grade will receive 100 percent of measure weight

Example - Student A received a Dual Enrollment grade of C-. The student will receive 100 percent of measure weight.

CHANGELOG

- Version 1.5
  - Removed DRAFT
- Version 1.6
  - Adjusted Grade Level Measure Weights for 2019-2020 School Year
  - Previous Weights - Version 1.5

C Grade Level Measure Weights

	Grade Levels														
	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
Attendance	25	25	8.33	8.33	8.33	8.33	8.33	8.33	8.33	8.33	6.67	6.67	6.67	6.67
Positive Behavior	12.5	12.5	8.33	8.33	8.33	8.33	8.33	8.33	8.33	8.33	6.67	6.67	6.67	6.67
GPA	0	0	16.66	16.66	16.66	16.66	16.66	16.66	16.66	16.66	13.34	13.34	13.34	13.34
NWEA ELA	0	0	0	26.67	22.23	13.33	13.33	13.33	16.67	16.67	10	18.33	18.33	0
NWEA Math	0	0	33.34	26.67	22.23	13.33	13.33	13.33	16.67	16.67	10	18.33	18.33	0
NSGR	62.5	62.5	33.34	13.34	0	0	0	0	0	0	0	0	0	0
SBAC ELA	0	0	0	0	0	13.34	13.34	13.34	16.67	16.67	13.33	0	0	20
SBAC Math	0	0	0	0	0	13.34	13.34	13.34	16.67	16.67	13.33	0	0	20
SRI	0	0	0	22.22	13.34	13.34	13.34	0	0	0	0	0	0	0
SAT ELA	0	0	0	0	0	0	0	0	0	0	0	0	9.16	7.5
SAT Math	0	0	0	0	0	0	0	0	0	0	0	0	9.17	7.5
PSAT ELA	0	0	0	0	0	0	0	0	0	0	5	9.16	0	0
PSAT Math	0	0	0	0	0	0	0	0	0	0	5	9.17	0	0
A-G On-Track	0	0	0	0	0	0	0	0	0	0	16.66	18.33	18.33	15.32

- Version 1.7
  - Adjusted Appendix A examples to match updated weights made in Version 1.6
  - Added omitted X to 2nd Grade NWEA ELA in Appendix B