**Documentation of the Richmond County School System's Mock CCRPI**

**March 2020**

Beginning in November 2019, as the new College and Career Readiness Performance Index (CCRPI) scores were released from the Georgia Department of Education (GADOE), the Richmond County School System (RCSS) determined there was a need to calculate or project a "Mock CCRPI" score on a quarterly basis. This Mock CCRPI would use data from the System and apply the CCRPI calculations to the existing data in order to give principals a gauge as to how their school is performing under circumstances similar to GADOE'S CCRPI. As the pilot year, it was determined that in 2019-2020, only elementary and middle schools would be given Mock CCRPI scores with high schools to follow in 2020-2021. It should be noted that as the Mock CCRPI score uses different data sources and, in some cases necessitates different calculations, it is not known how accurate of a projection for GADOE's CCRPI is given through this process.

For elementary and middle schools, there are 4 components to the Mock CCRPI: Content Mastery, Progress (only in Quarters 2 and 3), Closing Gaps, and Readiness. This document provides documentation and explanation on the calculations and data sources for each component of the Mock CCRPI score.

**Content Mastery**

Content Mastery is one of the simplest components of the Mock CCRPI. Data is collected from each quarter's current year Content Mastery Assessments (CMAs), also known as benchmarks, administered through Performance Matters. As of 2019-2020, the CMAs are given to students in ELA, Math, Science, and Social Studies every nine weeks and are to be administered under testing conditions similar to those of the Georgia Milestones. In order to more closely align the scoring of the CMAs with the Georgia Milestones, a crosswalk was developed between the Georgia Milestones Scale Score from the End of Grade assessments and the percent correct of the CMAs. Table 1 shows the crosswalk for each grade level and content area. All of the Content Mastery calculations focused on the Levels scored rather than the percentage or scale score. For example, if a 3$^{rd}$ grade student scored a 57 percent on the ELA CMA, the calculation in the Mock CCRPI accounted for that student as a Beginning Learner or Level 1.

The Mock CCRPI calculated the percentage of students scoring in Beginning, Developing, Proficient, and Distinguished Learner in every content area for grades 3-5 and 6-8. These percentages were then multiplied by 100 to turn them into whole numbers rather than percentages and then weighted using the same weighting system as the GADOE CCRPI. Beginning Learners were weighted at 0, Developing Learners were weighted at 0.5, Proficient Learners were weighted at 1.0, and Distinguished Learners were weighted at 1.5. Once each achievement level was weighted, the new totals were added together to determine the individual score for each content area.

Once each content area has received a score, the content areas are weighted so that ELA and Math are worth 37.5 percent each of the total Content Mastery Score and Science and Social Studies are worth 12.5 percent each of the total Content Mastery score. These values added together then form the overall Content Mastery Score represented as a number out of 100 possible points.

**Table 1. Content Mastery Assessment Score Crosswalk**

| Content Area | Grade Level | | Beginning Learner | | Developing Learner | | Proficient Learner | | Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Min | Max | Min | Max | Min | Max | Min | Max |
| ELA | 3rd | Scale Score | 180 | 474 | 475 | 524 | 525 | 580 | 581 | 830 |
| | | % Score | 0% | 57% | 57% | 63% | 63% | 70% | 70% | 100% |
| | 4th | Scale Score | 210 | 474 | 475 | 524 | 525 | 573 | 574 | 775 |
| | | % Score | 0% | 61% | 61% | 68% | 68% | 74% | 74% | 100% |
| | 5th | Scale Score | 210 | 474 | 475 | 524 | 525 | 586 | 587 | 760 |
| | | % Score | 0% | 62% | 63% | 69% | 69% | 77% | 77% | 100% |
| | 6th | Scale Score | 140 | 474 | 475 | 524 | 525 | 598 | 599 | 820 |
| | | % Score | 0% | 58% | 58% | 64% | 64% | 73% | 73% | 100% |
| | 7th | Scale Score | 165 | 474 | 475 | 524 | 525 | 591 | 592 | 785 |
| | | % Score | 0% | 60% | 61% | 67% | 67% | 75% | 75% | 100% |
| | 8th | Scale Score | 225 | 474 | 475 | 524 | 525 | 580 | 581 | 730 |
| | | % Score | 0% | 65% | 65% | 72% | 72% | 79% | 80% | 100% |
| Math | 3rd | Scale Score | 290 | 474 | 475 | 524 | 525 | 579 | 580 | 705 |
| | | % Score | 0% | 67% | 67% | 74% | 74% | 82% | 82% | 100% |
| | 4th | Scale Score | 270 | 474 | 475 | 524 | 525 | 584 | 585 | 715 |
| | | % Score | 0% | 66% | 66% | 73% | 73% | 82% | 82% | 100% |
| | 5th | Scale Score | 265 | 474 | 475 | 524 | 525 | 579 | 580 | 725 |
| | | % Score | 0% | 65% | 66% | 72% | 72% | 80% | 80% | 100% |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Scale Score | 285 | 474 | 475 | 524 | 525 | 579 | 580 | 700 |
| | 6th | % Score | 0% | 68% | 68% | 75% | 75% | 83% | 83% | 100% |
| | | Scale Score | 265 | 474 | 475 | 524 | 525 | 579 | 580 | 740 |
| | 7th | % Score | 0% | 64% | 64% | 71% | 71% | 78% | 78% | 100% |
| | | Scale Score | 275 | 474 | 475 | 524 | 525 | 578 | 579 | 755 |
| | 8th | % Score | 0% | 63% | 63% | 69% | 70% | 77% | 77% | 100% |
| Science | | Scale Score | 160 | 474 | 475 | 524 | 525 | 591 | 593 | 785 |
| | 5th | % Score | 0% | 60% | 61% | 67% | 67% | 75% | 76% | 100% |
| | | Scale Score | 165 | 474 | 475 | 524 | 525 | 592 | 593 | 785 |
| | 8th | % Score | 0% | 60% | 61% | 67% | 67% | 75% | 76% | 100% |
| Social Studies | | Scale Score | 290 | 474 | 475 | 524 | 525 | 554 | 555 | 665 |
| | 5th | % Score | 0% | 71% | 71% | 79% | 79% | 83% | 83% | 100% |
| | | Scale Score | 240 | 474 | 475 | 524 | 525 | 571 | 572 | 715 |
| | 8th | % Score | 0% | 66% | 66% | 73% | 73% | 80% | 80% | 100% |

**Progress**

Progress in GADOE's CCRPI is the most difficult component to simulate with the data available in the System. In the Mock CCRPI, the Progress component is the most dissimilar component compared to GADOE's CCRPI. The data used in the System to measure the growth of students is the iReady Universal Screener. This screener gives a diagnostic exam 3 times a year to students and measures the diagnostic gain made between the exams.

In the GADOE CCRPI, Progress is calculated by tracking individual student growth between Georgia Milestones administrations and comparing that growth with academically similar students across the state to compute student growth percentiles (SGPs) for every student. In a school, the percentage of students earning SGPs within certain ranges is calculated and then weighted so that students with high growth are weighted more highly than students with low growth.

In the System's Mock CCRPI, it was not possible to calculate SGPs for each student based on the iReady data. Instead, the iReady diagnostic gain was used to divide the students into quartiles with students having no or little diagnostic gain being grouped in the bottom quartile and students with large diagnostic gains grouped into the fourth quartile. For each school, the percentage of students scoring in each quartile was calculated and then weighted. The students in the bottom quartile were weighted at 0, students in the second quartile were weighted at 0.5, students in the third quartile were weighted at 1.0, and students in the fourth quartile were weighted at 1.5. These weighted values were then added together to calculate the score for the subject area. These calculations were applied to Reading and Math. In order to calculate the final Progress score, the Reading and Math scores were each weighted at 50 percent and then added together.

**Closing Gaps**

In GADOE's CCRPI, Closing Gaps measures whether subgroups are performing at a higher level on Georgia Milestones than the previous year. Targets are created using the gap between the baseline performance on Georgia Milestones in 2016-2017 and 100 percent. The targets are then determined as closing the calculated gap at a rate of 3 percent per year. For example, if a school scored 60 Weighted Percent Developing and Above on the Georgia Milestones in English Language Arts, the gap between 60 and 100 would be 40. The target would be calculated as 3 percent of 40 or 1.2. In order to gain points on GADOE's Closing Gaps, the school would then have to score 1.2 points higher than the previous year or 61.2.

In the Mock CCRPI, targets were calculated from the 2018-2019 CMAs using the same methodology. The gap between the performance of each subgroup and 100 was calculated and then multiplied by 3 percent to finally calculate the target increase needed in 2019-2020. For those schools who had zero or low participation in the 2018-2019 CMAs in any subject area, a target increase of 3.0 was assumed.

Once the targets were established, the performance for each subgroup on the 2019-2020 CMAs were calculated as the weighted percent Developing Learner and Above as used in Content Mastery. The 2018-2019 and 2019-2020 performances were then compared to determine if the target was met. If there was no change in performance or a decrease in performance, the subgroup in that subject area would be given a red flag. If there was progress towards the target but the target was not met, the subgroup in that subject area would be given a yellow flag. If the target was met or exceeded, a green

flag was given for that subgroup and subject area. For the Economically Disadvantaged, Students with Disabilities, and English Learners subgroups, if the performance increase exceeded a 6 percent increase, a light green flag was awarded. As with the GADOE CCRPI, all students were assigned to the Economically Disadvantaged subgroup. For subgroups with fewer than 15 students, a notation of Too Few Students (TFS) was given. For subgroups with no students, a notation of Not Applicable (N/A) was given.

Once flags are given to every subgroup and subject area, the flags are weighted according to color. Red flags are weighted at 0, yellow flags at 0.5, green flags at 1.0, and light green flags at 1.5. The number of flags in each color are multiplied by the assigned weight and then divided by the total number of flags for the final Closing Gaps score. As with every other component of the Mock CCRPI, the maximum score for Closing Gaps is capped at 100.

**Readiness**

Readiness contains 3 indicators for elementary and middle schools: Literacy Readiness, Attendance, and Beyond the Core. The final Readiness score is evenly weighted between these three indicators. In the Mock CCRPI, the Literacy Readiness indicator is determined using the iReady diagnostics. Each student is assigned a Lexile score by iReady after the administration of a diagnostic. The indicator measures the percentage of students who score a Lexile measure at or above the midpoint of the Lexile stretch band for their grade level. Table 2 shows the required Lexile scores needed to score points on this indicator of GADOE's CCRPI and the Mock CCRPI.

**Table 2. Minimum Lexile to Meet the Literacy Readiness Indicator**

| Grade Level | Minimum Lexile |
|---|---|
| 3 | 670L |
| 4 | 840L |
| 5 | 920L |
| 6 | 997L |
| 7 | 1045L |
| 8 | 1097L |

The Attendance indicator is the percentage of students who have missed fewer than 10 percent of enrolled day. For each school, this information is supplied by USHA as shown in the SIS Error Check. Please note that since the Mock CCRPI was created after the second quarter, the attendance measure for Quarters 1 and 2 are the same because previous data is not accessible in USHA. Data was pulled as of December 2019 for Quarters 1 and 2. Moving forward, data will be pulled from USHA on the last day of the quarter.

The Beyond the Core indicator is the percentage of students who have been enrolled in a fine arts, world language, health/PE, or career exploratory course. This information is also supplied by USHA as shown in the SIS Error Check. As with attendance, the scores for Quarter 1 and Quarter 2 are the same because it is not possible to access previous data points in USHA. Data was pulled as of December 2019 for Quarters 1 and 2. Moving forward, data will be pulled from USHA on the last day of the quarter.

**Final Mock CCRPI Scoring**

Since data was not available to calculate the Progress scores in Quarter 1, the final score calculation differs slightly between Quarter 1 and Quarters 2 and 3. For all of these quarters, the four components of the Mock CCRPI were weighted as follows: Content Mastery was worth 30 percent, Progress was worth 35 percent, Closing Gaps was worth 15 percent, and Readiness was worth 20 percent. For Quarter 1, the maximum number of points possible was 65 with the exclusion of the Progress component. Therefore, the final score was calculated as the weighted score divided by a total of 65 to provide the total score out of 100. For Quarters 2 and 3, since all of the components were available, the final score was calculated by weighting each component as described above.