2018 Equity Data Profile

Data Variable Glossary

Contents 2018 Equity Data Profile: Glossary

Data Used	Where available, the data variables used for this 2018 Equity Data Profile reflects data collected from FY15 through FY18. Data sources included the Governor's Office of Student Achievement (GOSA) downloadable data, GaPSC Certification Records, GaDOE Data Collections (CPI, Student Class), GaDOE Assessment (CCRPI), and GaDOE Teacher and Leader Support and Development (TKES/LKES). ***Please note that student achievement variables are not provided this year as the data variables are available through the Comprehensive Needs Assessment Application in the Statewide Longitudinal Data System (SLDS).**
Subgroups Used	Where available, the following student groups are included within the 2018 Equity Data Profile: - All students - Asian/Pacific Islander - Black - Hispanic - American Indian/Alaskan - Multi-Racial - Minority *(Calculated as the sum of non-white subgroups)* - White - Students with Disabilities - English Learners - Economically Disadvantaged
P-20 Collaborative	In efforts to strengthen collaborative partnerships between state agencies, institutions of higher education (IHEs) and local education agencies (LEAs), Georgia developed P-20 Collaborative Partnerships. The state has been separated into a number of regions including all the aforementioned stakeholders. More information about P-20 Collaboratives can be found on the GaPSC Website.
N-Size	In compliance with GaDOE Data Reporting Requirements N-Size for Personally Identifiable Information (PII) is set at 15. N-Size is not used for variables where information is available to the general public. This include variables such as Teacher Retention and Emergency and Provisional Certification. N-Size for GOSA reports is established by GOSA.
Total Teacher Count and Total FTE Count	Total Teacher and Total Leader Count/FTE will differ by variable. - Fall 2017 & Spring 2018 CPI - Provisional and Emergency Teacher Certificates Variable - Inexperienced Teachers Variable - Inexperienced Leaders Variable - Spring 2017 CPI & Fall 2017 CPI - Teacher Retention Variable - Leader Retention Variable *Note: A study of the data sources shows that some teachers and leader from Fall 2016 CPI were not included in the Spring 2017 CPI. While this causes a minor discrepancy in the data, using an aggregate from FY17 (Fall 2016 CPI & Spring 2017 CPI) and FY18 (Fall 2017 CPI & Spring 2018 CPI) to determine teacher retention would cause a significant delay in the release of retention information for state planning purposes.*

Data Variable (As appears in profile)	Description/Definition	Data Source
High Poverty/Low Poverty Quartiles	Poverty quartiles have been provided to reflect data reporting required by the United States Department of Education (USDE). Identification of these quartiles may help districts identify gaps between their high poverty and low poverty schools. These high poverty and low poverty quartiles have been calculated based on available Free and Reduced Lunch data, as required by USDE, and are determined at the state level with 1 indicating the lowest poverty quartile and 4 indicating the highest poverty quartile. If the Free and Reduced Lunch data variable was not available at a school, the variable will say "unknown." Reporting requirements can be found in [ESSA Section 1111(h)(1)(c)(ix)].	GaDOE Free and Reduced Lunch Report
P-20 Collaborative	In an effort to strengthen collaborative partnerships between state agencies, institutions of higher education (IHEs) and local education agencies (LEAs), Georgia developed P-20 Collaborative Partnerships. The state has been separated into a number of regions including all the aforementioned stakeholders. More information about P-20 Collaboratives can be found on the GaPSC Website.	
FTE (Student)	The Full-Time Equivalent (FTE) data variable in Columns L-BG refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.	GADOE website Data Reporting *Student Enrollment by Grade*

Data Variable (As appears in profile)	Description/Definition	Data Source
FTE (Teacher)	Full-Time Equivalent (FTE) linked to teacher and leader variables are calculated by Georgia, in compliance with USDE reporting requirements. FTE is dependent on time reported in either the role of teacher or role of leader. Calculations may vary from School to LEA to State level, depending on teacher and leader employment information. Building Codes that have changed due to opening, closing, changing physical locations may appear as discrepancies between school level data and district level data. Count Methodology: - School-The COUNT of teachers in a school who meet a given definition. An individual working at multiple schools will be counted at each school employed. An individual may be included in the counts of multiple schools. - District- The COUNT of teachers in a district who meet a given definition. An individual working at multiple schools will be counted once within the district. An individual working in multiple districts may be included in the counts of multiple districts. - State- The COUNT of teachers in the state who meet a given definition. An individual working at multiple schools and/or multiple districts will be counted once within the state. FTE Methodology: - School- The sum FTE of individuals working at a school within a district. Individuals working at multiple schools within a district will use total employment within each school as a basis for FTE for each school and will appear in FTE totals for each school whether the individual is employed. An individual may be included in the FTE counts of multiple schools. - District- The sum FTE of individuals working within a district. An individual working at multiple schools within a district will use total employment within the district as a basis for FTE. An individual working in multiple districts will use total employment within each district for FTE basis for each district and will appear in FTE totals in each district where the individual is employed. - State- The sum FTE of individuals working within the state. An individual working in multiple districts will use total state employment for FTE basis.	GaDOE *CPI* and *Student Class Reports* GaPSC Certification Records – if applicable

Data Variable (As appears in profile)	Description/Definition	Data Source
Direct Certification	All school districts nationwide are required to directly certify children living in households that receive SNAP/Food Stamp benefits for free school meals. States and school districts should also work with other agencies, such as the Food Distribution Program on Indian Reservations (FDPIR) and the Temporary Assistance for Needy Families (TANF) office, to certify without paper application other categorically eligible children. Children who are categorically eligible and may be directly certified include children in foster care, Head Start, homeless, migrant or living in households receiving SNAP/Food Stamp, FDPIR or TANF benefits may be directly certified. *Please note that in the 2018 Equity Data Profile the state-level data variable is the average of the district level percentages.*	GOSA Downloadable Data – *Direct Certification*
Per Pupil Expenditure	Per-Pupil Expenditure: Average per-pupil expenditure equals the total amount of revenue paid out by school systems in the state divided by K-12 total enrollment. It includes funds from federal, state, and local sources spent on day to day operating expenses, such as teacher salaries. It does not include capital expenses, such as school construction. FY15 and FY16 PPE are reported at the LEA level. Following Federal and State legislative updates, FY17 PPE is reported at the school level.	GOSA Downloadable Data – *Financial Efficiency Ratings*
Financial Efficiency Star Rating	The Financial Efficiency Star Rating (FESR) is based on the district's three-year average College and Career Ready Performance Index (CCRPI) score and the percentile of the three-year average per pupil expenditure (PPE). For FY15 and FY16 the FESR are reported at the LEA level. Following Federal and State legislative updates, the FY17 the FESR is reported at the school level.	GOSA Downloadable Data – *Financial Efficiency Ratings*

Data Variable (As appears in profile)	Description/Definition	Data Source
CCRPI: Star Climate Rating	The Star Climate Rating is a component of the CCRPI system. It is a 1 to 5 scale with 1 Star schools needing the most improvement and 5 Star schools having an excellent climate. The rating comes from multiple data sources: Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators. The data provide information on four components: • Survey – a measure of student, teacher, and parent perceptions of a school's climate; • Student Discipline – a measure of student discipline using a weighted suspension rate; • Safe and Substance-Free Learning Environment – school discipline incidents and student survey responses on use of illegal substances and the prevalence of violence, bullying, and unsafe incidents within a school; and • Attendance – the average daily attendance of teachers, administrators, and staff members and the percentage of students with less than six unexcused absences. The four components are given equal weight in calculating the final score. The score is calculated in this way: • Initial Score- $$\text{Initial Score} = \frac{\text{Survey} + \text{School Discipline} + \text{Safe and Substance-Free Learning Environment} + \text{School Wide Attendance}}{4}$$ • Personalized Climate- Schools have the ability to gain 5 additional points by implementing a GaDOE approved and recognized research-based practice – for example PBIS. • Final Score- $$\textit{Final Score} = \textit{Initial Score} + \textit{Personalized Climate}$$ • Final Star Rating- <table><tr><th>Stars</th><th>Determination</th></tr><tr><td>5</td><td>school final score ≥ one standard deviation above the state average</td></tr><tr><td>4</td><td>state average ≤ school final score < one standard deviation above the state average</td></tr><tr><td>3</td><td>one standard deviation below the state mean ≤ school final score < state average</td></tr><tr><td>2</td><td>two standard deviation below the state mean ≤ school final score < one standard deviation below the state mean</td></tr><tr><td>1</td><td>school final score < two standard deviation below the state average</td></tr></table> **Click here to see full explanation of how rating is calculated.**	GaDOE Accountability Webpage *College and Career Ready Performance Index*
Ineffective Teachers	Ineffective teachers are defined as those teachers who scored a Level 1 or Level 2 on their final Teacher Assessment on Performance Standards (TAPS) rating which aligns with the GaPSC's definition of UNSAT. <u>Methodology:</u> This data variable is calculated at the student level by merging Student Class with TAPS where the teachers certification ID, students GTID, and Course ID are matched. Duplicated students are then removed, and the data are aggregated by school.	GaDOE Teacher and Leader Support and Development – Data Request- *TAPS Ratings*

Data Variable (As appears in profile)	Description/Definition	Data Source
Teachers with Provisional or Emergency Certificates	Teachers Teaching with Emergency or Provisional Credentials are teachers who hold a N and/or W GaPSC issued certificate and special education teachers who hold a SI certification in a special education field without a passing score on the GaPSC accepted test (GACE) at any time throughout the year. Emergency/ Provision credentials should only be reported as they correlate with the credentials required for the course the teacher is teaching. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. This data variable is reported using both Count and FTE.	Data Requests GaDOE *CPI* and *Student Class* Reports GaPSC Certification Records
Teacher Retention	Teachers (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.	Data Requests GaDOE *CPI Report* GaPSC Certification Records
Principal Retention	Leaders (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Leader is defined by CPI job codes 610, 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.	Data Requests GaDOE *CPI Report* GaPSC Certification Records

Data Variable (As appears in profile)	Description/Definition	Data Source
Teachers Out of Field	Teachers (part-time or full-time) who are not certified or licensed and who do not hold GaDOE accepted equivalent credentials (Bachelor's Degree, Relevant Coursework passed at 'C' or higher, Passing Score on Content Area Test) as reported in CPI through charter waiver codes 101, 102, 103 in the field(s) in which they are assigned as captured through the most recent Student Class Report (End of Year when Available). Determined using Data Collections Cycle 1, 2, and 3 Student Class and CPI reports A & B, cross referenced with GaPSC certification records. Data records referenced include: Student Class course numbers, Student Class modality, CPI subject code, certification records. Based on teacher identifier (SSN). Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. This data variable is reported using both Count and FTE.

This data variable is further broken down into CAPS subject areas to help LEAs identify gaps in their staffing. The CAPS subject areas are: Special Education, ESOL, Gifted, ELA, World Languages, Fine Arts, Math, Science, Social Studies, PE/Health, Pre-K, and CTAE/JROTC.

FY18 is the first year for reporting out-of-field for all teachers P-12 in all subject areas.

*Please note that this data variable, as reported in the 2018 Equity Data Profile, is based on Fall 2017 data and is **NOT** final for FY18. Further coding and engineering are taking place. Final reports are due to USDE and the be posted on the GOSA at the end of 2018.

Contextual Notes for 2017-2018 Out-of-Field Reporting
- 2017-2018 data will not reflect CTAE teachers in Charter or Strategic Waiver School Districts who are in-field by content equivalent. CPI Charter Waiver Code 105 and guidance for content equivalent was released for use in 2018-2019.
- In July 2017 GaDOE Board Rule changed no longer allowing LEAs to waive certification for special education teacher requiring individuals across the state to attain full state certification.
- 2017-2018 Student Class Data included teacher identifier 333.33.3333 which cannot be tested for In-Field. Educators reported using this identifier were automatically 'Out-of-Field'.
- The following Student Class Teacher Identifiers are omitted from Out-of-Field reporting: Short Term Subs, Post-Secondary Options, DUAL Enrollment, Credit in Lieu of Course, and Virtual Instruction without direct instruction provided by a teacher
- Further updates to coding and guidance are expected in 2018-2019. | Data Request

GaDOE *CPI* and *Student Class* Reports

GaPSC Certification Records |
| Inexperienced Teachers | Teachers with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. New LEAs that are charter schools will show as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE. | GaDOE-Data Request-*CPI Report* |

Data Variable (As appears in profile)	Description/Definition	Data Source
Inexperienced Leaders	Leaders with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Leaders is defined by CPI job codes 610 and 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE.	GaDOE- Data Request- *CPI Report*
TAPS Summative Distribution	This data variable shows the mean summative score for each school. The first data variable is the mean summative score. This score comes from the TAPS summative cut score: | Final Ratings	TAPS Summative Cut Scores
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Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30 | The next data variable is the mean TAPS level for each of the ten TAPS standards. Please note that the individual TAPS standard scores will differ from the TLE platform as they are on the 0-3 scale used to calculate the summative score; 1 = 0, 2 = 1, 3 = 2, 4 = 3. For more reference materials about TAPS see the TKES Handbook. Any districts with an n-size of less than 15 have not had their data included. This data variable is provided at the district level only to avoid any personally identifiable information.	GaDOE Teacher and Leader Support and Development – Data Request- *TAPS Summative Distribution*
LAPS Summative Distribution	This data variable shows the mean summative score for each district. The first data variable is the mean summative score. This score comes from the LAPS summative cut score: | Final Ratings	LAPS Sum Score Ranges
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Level I	0-5
Level II	6-13
Level III	14-21
Level IV	22-24 | The next data variable is the mean LAPS level for each of the eight LAPS standards. Please note that the individual LAPS standard scores will differ from the TLE platform as they are on the 0-3 scale used to calculate the summative score; 1 = 0, 2 = 1, 3 = 2, 4 = 3. For more reference materials about LAPS see the LKES Handbook. Any districts with an n-size of less than 15 have not had their data included. This data variable is provided at the district level only to avoid any personally identifiable information.	GaDOE Teacher and Leader Support and Development – Data Request- *LAPS Summative Distribution*
Teacher Days Absent (ALL)	This variable indicates the number of sick, vacation, personal, and professional days taken per teacher. This is taken from CPI data elements: Total Teacher Count, Total Teacher Sick Leave Days, Total Teacher Staff Dev. Days, Total Teacher Vacation Days, and Total Teacher Other Days. It does include professional development, field trips, or other off-campus activities with students. This data variable is self-reported by districts. Some Districts may not report in all areas. Note: Data variables are reported at the district and state-levels only.	GaDOE Data Collections – Data Request *CPI Report*

Data Variable (As appears in profile)	Description/Definition	Data Source
OSS/ISS Discipline	ISS (In School Suspension) – 10 days or less, and more than 10 days. OSS (Out of School Suspension) – 10 days or less, and more than 10 days. The data variable shows the number of incidences, type or discipline, and the duration of the discipline. The minority data is the sum of non-white racial/ethnic subgroups. This data variable is provided by subgroup.	GaDOE Data Collections– Data request- *Student Record*
Student Mobility	To count as "mobile" for the purposes of this analysis, students must have entered or withdrawn from a school between October 1 and May 1. October 1 is the Georgia Department of Education's (GaDOE) fall enrollment count date. May 1 represents a consistent date that is prior to the end of the school year in all Georgia districts. Students who withdrew and re-entered the same school within seven days are not counted as mobile. *Please note that the state-level data variable is the average of the district percentages.	GOSA – Downloadable Data - *Student Mobility Rate*
Student Attendance Rate	This data variable shows the incidents of student absence: Total, Under 5 days, 6-15 days, More than 15 days. The student subgroup data variables are shown as a percentage of these totals.	GADOE Data Collections– Data request - *Student Record*
MGP/SGP	The Mean Growth Percentile is used for both the state and district data variables and School Growth Percentile is used for the school data variable. - Mean Growth Percentile (MGP) State- The mean growth percentile is the average student growth percentile for all students in the state. The student growth percentile describes a student's growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth. - Mean Growth Percentile (MGP) District- The mean growth percentile is the average student growth percentile for all students in a district. The student growth percentile describes a student's growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth. - School Growth Percentile (SGP)- The mean growth percentile is the average student growth percentile for all students in a school. The student growth percentile describes a student's growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth. *Please note that MGP/SGP, as reported here, uses only the student growth percentiles for students in ELA and Math EOG/EOC courses.	GaDOE Teacher and Leader Support and Development – Data Request – *MGP/SGP*