



Comprehensive Needs Assessment Data Profile

Data Guide

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Data Used	<p>Where available, the data used for this Comprehensive Needs Assessment Report shows data from FY1415 and FY1516. Please note that both State and LEA totals are averages of school-level data.</p> <ul style="list-style-type: none"> • <i>Numbers from other sources derived from student-level data may differ from the data provided in the CNA report.</i>
Subgroups Used	<p>Where available, the following student groups are included within the Comprehensive Needs Assessment Report:</p> <ul style="list-style-type: none"> • All students • Asian/Pacific Islander • Black • Hispanic • American Indian/Alaskan • Multi-Racial • Minority (<i>This subgroup is a combination of the numbers from the non-white subgroups. It may be an average or a total depending on the data variable.</i>) • White • Students With Disability • English Learners • Economically Disadvantaged

Data Variable	Description/Definition	Data Source										
<p>LAPS Summative Distribution</p> <p>Sections: Multiple Pages: Multiple</p>	<p>This data shows the mean summative score for each district. The first data point is the mean summative score. This score comes from the LAPS summative cut score:</p> <table border="1" data-bbox="337 296 1235 428"> <thead> <tr> <th>Final Ratings</th> <th>LAPS Sum Score Ranges</th> </tr> </thead> <tbody> <tr> <td>Level I</td> <td>0-5</td> </tr> <tr> <td>Level II</td> <td>6-13</td> </tr> <tr> <td>Level III</td> <td>14-21</td> </tr> <tr> <td>Level IV</td> <td>22-24</td> </tr> </tbody> </table> <p>The next part of the data 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.</p> <p>Any districts with an n-size of less than 15 have not had their data included. Data is provided at the district level only to avoid any personally identifiable information.</p>	Final Ratings	LAPS Sum Score Ranges	Level I	0-5	Level II	6-13	Level III	14-21	Level IV	22-24	<p>Teacher and Leader Division – GaDOE</p>
Final Ratings	LAPS Sum Score Ranges											
Level I	0-5											
Level II	6-13											
Level III	14-21											
Level IV	22-24											
<p>TAPS Summative Distribution</p> <p>Sections: Multiple Pages: Multiple</p>	<p>This data shows the mean summative score for each school. The first data point is the mean summative score. This score comes from the TAPS summative cut score:</p> <table border="1" data-bbox="337 827 1235 959"> <thead> <tr> <th>Final Ratings</th> <th>TAPS Summative Cut Scores</th> </tr> </thead> <tbody> <tr> <td>Level I</td> <td>0-6</td> </tr> <tr> <td>Level II</td> <td>7-16</td> </tr> <tr> <td>Level III</td> <td>17-26</td> </tr> <tr> <td>Level IV</td> <td>27-30</td> </tr> </tbody> </table> <p>The next part of the data 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.</p>	Final Ratings	TAPS Summative Cut Scores	Level I	0-6	Level II	7-16	Level III	17-26	Level IV	27-30	<p>Teacher and Leader Division – GaDOE</p>
Final Ratings	TAPS Summative Cut Scores											
Level I	0-6											
Level II	7-16											
Level III	17-26											
Level IV	27-30											
<p>Teacher Retention and Principal Retention</p> <p>Section: 2.3 Page: 29</p>	<p>Percent of Teacher/Principal Retention rates: These variables show the percent of teachers or leaders who were present 2013-2014 data collections count and were NOT present in 2014-2015 data collections count, as reported to the GaDOE. The data does not represent teachers or leaders leaving the profession, moving to another district or moving to another position in the building or within the same district.</p> <p>Please Note: A Building closing/changing its name/changing its identifying number would show as principal attrition even if the principal did not change.</p> <p>This data shows the percentage of teachers/principals who were retained.</p>	<p>CPI report through Georgia Professional Standards Commission</p>										

Data Variable	Description/Definition	Data Source
<p>Inexperienced Teacher – Less than 4 years (this will replace 1st yr. teacher exp.)</p> <p>Section: 2.3 Page: 29</p>	<p>With tiered certification, an inexperienced teacher is an induction-level teacher. New teachers hold an induction Certificate for three years, and then they move to the Professional Certificate (provided they meet all requirements).</p> <p>This data is provided as a percentage of total teachers.</p>	<p>CPI report through Georgia Professional Standards Commission</p>
<p>Teachers Out of Field</p> <p>Section: 2.3 Page: 29</p>	<p>Percent of teachers “out-of-field”: This variable indicates the percent of teachers who are not teaching in their field of certification. Note that USED’s variable is named “Percent of teachers without certification or licensure,” and is defined as “the total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate.”</p> <p>This data is provided as a percentage of total teachers.</p>	<p>CPI report through Georgia Professional Standards Commission</p>
<p>Teachers with Provisional or Emergency Certificates</p> <p>Section: 2.3 Page: 30</p>	<p>This data shows the numbers of teachers as a percentage who hold a non-renewable certificate through the Georgia Professional Standards Commission.</p>	<p>CPI report through Georgia Professional Standards Commission</p>
<p>OSS/ISS Discipline Minority, SWD</p> <p>Section: 2.5 Page: 42</p>	<p>This data is provided by subgroup.</p> <p>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.</p> <p>The data shows the number of incidences, type or discipline, and the duration of the discipline.</p> <p>The minority column is the sum of all of the non-white racial/ethnic subgroups.</p>	<p>GaDOE – Data request from student record.</p>
<p>Student Attendance Rate (0-5, 6-15, More than 15 days)</p> <p>Section: 2.5 Page: 43</p>	<p>This data shows the incidents of student absence; total; under 5 days; 6-15 days; more than 15 days. The student subgroup data is then shown as a percentage of these totals.</p> <p>The minority columns are the sum of all of the non-white racial/ethnic subgroups.</p>	<p>GADOE – Data request from student record.</p>

Data Variable	Description/Definition	Data Source
<p>Teacher Days Absent (ALL) (Sick, Vacation, Staff Dev, Other)</p> <p>Section: 2.5 Page: 43</p>	<p>Average number of days absent: This variable indicates the average number of sick, vacation, personal, and professional days taken per teacher. 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. GaDOE is collaborating with GaPSC to identify additional measures to disaggregate the total days absent. This data is collected and self-reported. All districts do not report in all areas.</p>	<p>CPI report through Georgia Professional Standards Commission.</p>
<p>CCRPI: Star Climate Rating</p> <p>Section: 2.5 Page: 43</p>	<p>This 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 provides information on four components:</p> <ol style="list-style-type: none"> 1) Survey – a measure of student, teacher, and parent perceptions of a school’s climate; 2) Student Discipline – a measure of student discipline using a weighted suspension rate; 3) 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 4) Attendance – the average daily attendance of teachers, administrators, and staff members and the percentage of students with less than six unexcused absences. <p>The four components are given equal weight in calculating the final score. The score is calculated in this way:</p> <p>Initial Score: $\frac{\text{Survey} + \text{School Discipline} + \text{Safe and Substance-Free Learning Environment} + \text{School Wide Attendance}}{4}$</p> <p>Personalized Climate: Schools have the ability to gain 5 additional points by implementing a GaDOE approved and recognized research based practice – for example PBIS.</p> <p>Final Score: $\text{Final Score} = \text{Initial Score} + \text{Personalized Climate}$</p>	<p>College and Career Ready Performance Index - GaDOE</p>

Data Variable	Description/Definition	Data Source												
	<p>Final Star Rating:</p> <table border="1" data-bbox="342 226 1000 495"> <thead> <tr> <th data-bbox="342 226 505 254">Stars</th> <th data-bbox="505 226 1000 254">Determination</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 254 505 289">5</td> <td data-bbox="505 254 1000 289">school final score \geq one standard deviation above the state average</td> </tr> <tr> <td data-bbox="342 289 505 348">4</td> <td data-bbox="505 289 1000 348">state average \leq school final score < one standard deviation above the state average</td> </tr> <tr> <td data-bbox="342 348 505 407">3</td> <td data-bbox="505 348 1000 407">one standard deviation below the state mean \leq school final score < state average</td> </tr> <tr> <td data-bbox="342 407 505 466">2</td> <td data-bbox="505 407 1000 466">two standard deviation below the state mean \leq school final score < one standard deviation below the state mean</td> </tr> <tr> <td data-bbox="342 466 505 495">1</td> <td data-bbox="505 466 1000 495">school final score < two standard deviation below the state average</td> </tr> </tbody> </table> <p>Click here to see full explanation of how rating is calculated.</p>	Stars	Determination	5	school final score \geq one standard deviation above the state average	4	state average \leq school final score < one standard deviation above the state average	3	one standard deviation below the state mean \leq school final score < state average	2	two standard deviation below the state mean \leq school final score < one standard deviation below the state mean	1	school final score < two standard deviation below the state average	
Stars	Determination													
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<p>Student Mobility</p> <p>Section: 2.6 Page: 48</p>	<p>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.[1] May 1 represents a consistent date that is prior to the end of the school year in all Georgia districts. Students who withdrew and reentered the same school within seven days are not counted as mobile.</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data</p>												
<p>Direct Certification: (SNAP, TANF, Migrant, Foster, Homeless, Unattended)</p> <p>Section: 2.6 Page: 48</p>	<p>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.</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data</p>												
<p>Program Enrollment</p> <p>Section: 2.6 Page: 48</p>	<p>Provides full-time-equivalency (FTE) enrollment counts for schools disaggregated by subgroups. Programs include:</p> <ul style="list-style-type: none"> • Early Intervention • Remedial Education (6th – 8th and 9th – 12th) • Alternative Education • Vocational Education • Gifted 	<p>The Governor’s Office of Student Achievement – Downloadable Data</p>												
<p>FTE</p> <p>Section: 2.6 Page: 29</p>	<p>Full-Time Equivalent (FTE) 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.</p>	<p>GADOE website on The Data and Reporting tab – Student enrolment by grade</p>												

Data Variable	Description/Definition	Data Source
<p>Per Pupil Expenditure</p> <p>Section: 2.6 Page: 29</p>	<p>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.</p> <p>At this time per pupil expenditure is provided at the district level only.</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data – Financial Efficiency Ratings</p>
<p>Financial Efficiency Star Rating</p> <p>Section: 2.6 Page: 29</p>	<p>The rating 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).</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data – Financial Efficiency Ratings</p>
<p>CCRPI: Proficiency Rate per Content Area: ELA, Math, Sci, SS</p> <p>Section: 2.7 Pages: 52-67</p>	<p>This is a component of the CCRPI system. It is calculated per content area using the FAY students’ proficiency rates on the Milestone assessments. The calculation uses the milestone achievement levels to weight the score:</p> <ul style="list-style-type: none"> Beginning Learners do not yet demonstrate proficiency. (0 points) Developing Learners demonstrate partial proficiency. (0.5 points) Proficient Learners demonstrate proficiency. (1 point) Distinguished Learners demonstrate advanced proficiency. (1.5 points) <p>The calculation then looks like this:</p> $\text{Rate} = \frac{0.5 (\text{DEV Student Count}) + 1.0 (\text{PRO Student Count} + \text{ADV Student Count}) + 1.5 (\text{DIS Student Count})}{\text{Total Count of FAY Students with Test Scores}}$ <p>An example of the calculation:</p> <ul style="list-style-type: none"> • 200 students at Main Street HS took the Biology EOC. • 190 of those students are FAY Participants. <ul style="list-style-type: none"> ✓ 30 students scored at Beginning Learner. (30 x 0 = 0) ✓ 60 students scored at Developing Learner. (60 x .5 = 30) ✓ 70 students scored at Proficient Learner. (70 x 1 = 70) ✓ 30 students scored at Distinguished Learner. (30 x 1.5 = 45) $0 + 30 + 70 + 45 / 190 = .7631578 = 76.316$ <p>If you would like to see student proficiency scores by grade level they are available at https://gosa.georgia.gov/downloadable-data</p> <p>This data is provided by subgroup, the minority column is calculated as an average of the minority subgroups.</p>	<p>College and Career Ready Performance Index - GaDOE</p>

Data Variable	Description/Definition	Data Source
<p>Graduation Rate for All Sub-groups (4 Year Cohort)</p> <p>Section: 2.7 Pages: 68</p>	<p>Graduation Rate: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, - to another country, or dies during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv).</p> <p>The minority column is the average of all of the non-white racial/ethnic subgroups.</p>	<p>GaDOE – Data request from student record</p>
<p>Drop Out Rate</p> <p>Section: 2.7 Pages: 68</p>	<p>Provides student dropout percentages for grades 9-12. Provides data for all students and disaggregated by student subgroups.</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data</p>
<p>Pathway Completers in all areas</p> <p>Section: 2.7 Pages: 68</p>	<p>This data comes from the College and Career Ready Performance Index. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Programme, or a fine arts pathway, or a world language pathway within their program of study.</p>	<p>College and Career Ready Performance Index - GaDOE</p>
<p>SAT Scores</p> <p>Section: 2.7 Pages: 68</p>	<p>Provides SAT highest average composite (total) and subtest scores at school level.</p>	<p>The Governor’s Office of Student Achievement – Downloadable Data</p>
<p>District MGP (Mean Growth Percentile)</p> <p>Section: 2.7 Pages: 68</p>	<p>Mean Growth Percentile (MGP): 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. The data shown is from the 2014-2015 academic school year. (Averaged at the school level and then averaged at the district level)</p> <p>NOTE: This uses only the student growth percentiles for students in ELA and Math courses.</p>	<p>Teacher and Leader Division – GaDOE</p>