



THE GOVERNOR'S OFFICE
of STUDENT ACHIEVEMENT

Understanding CRCT Classroom Data File

You will be able to:

1. Navigate a CRCT classroom data file, and understand what you are examining.
2. Possess a greater knowledge of what indicators should be examined in order to clear a classroom, or signal the need for a greater in-depth analysis of that classroom.
3. Understand how to utilize the data file to rigorous and meaningful investigation of flagged schools within your district.



Columns A thru F:

A	B	C	D	E	F
SystemName	SchoolName	Grade	Content	TeacherName	N_Students
Any District	Georgia Elem	3	LA	Jim Smith	20

Listed above is the school system, school name, subject tested, teacher of record, and the number of students within the testing class. The teacher of record may not be the name on the data file, but is the name submitted to CTB by the school district for each class.



Columns G and H/Columns W and X:

G	H
N_ERA	Mean_ERA
124	6.2

Column G is the total number of answers changed within a classroom. Column H is the average number of answers changed per student in the classroom.

W	X
N_WTR	Mean_WTR
68	3.4

Column W is the total number of wrong to right (WtR) answers in a given classroom. Column X is the average number of WtRs per student in a classroom.

Columns J and K/Columns Z and AA:

J	K
Min_ERA	Max_ERA
0	20

Column J represents the lowest number of answers changed by at least one student in the classroom. Column K represents the greatest number of answers changed by at least one student in the classroom. Both numbers can possibly represent more than one student.

Z	AA
Min_WTR	Max_WTR
0	9

Column Z represents the lowest number of WTR answers changed by at least one student in the classroom. Column AA represents the greatest number of WTR answers changed by at least one student in the classroom. Both numbers can possibly represent more than one student.

Column I and Column Y:

I
Std_ERA
6.17

Y
Std_WTR
3.02

This is the total erasure
standard deviation
value of the given
classroom

This is the WTR
standard deviation
value of the given
classroom

Columns L thru S:

L	M	N	O	P	Q	R	S
P10_ERA	P25_ERA	P50_ERA	P75_ERA	P90_ERA	P95_ERA	P95_ERA	P99_9_ERA
0.5	1.5	4	10	17	18.5	20	20

Percentiles compared to the state average are important in any in-depth analysis of the data file. A simple way to read this data is to think of the percentiles reversed. In other words, if the 25th percentile on the data sheet reads 1.5, then this would mean 75% of the class had at least 1.5 or more erasures. In contrast, referring to column P, 90th percentile, means that 10% of the classroom had 17 or more erasures.



Columns AB thru AI:

AB	AC	AD	AE	AF	AG	AH	AI
P10_WTR	P25_WTR	P50_WTR	P75_WTR	P90_WTR	P95_WTR	P95_WTR	P99_9_WTR
0	1	2.5	5.5	8.5	9	9	9

With WtR erasures we will look at other columns. If the 25th percentile is 1 then this would mean that 75% of the class had at least 1 wrong to right answer. In contrast, at the 90th percentile, 10% of the class had at least 8.5 WtR answers on the test. Comparing these numbers to the state average can be quite valuable for anyone examining the data in question.



Columns U and V: (always in red)

U	V
Z_ERA	Flag_3SD_ERA
7.396	F

Column U represents the size of the erasure flag based upon three standard deviations for the given classroom. The standard deviation is a measure that shows how much variation or "dispersion" exists from the state average (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean ; high standard deviation indicates that the data points are spread out over a large range of values from the state average. The standard deviation is represented as a number, in this case 7.396. Flagged classes will always be above three standard deviations. Column V is the flagged column. The class above was flagged for erasures, as such, there is an F in the column to denote the class was flagged for high erasures. For the purpose of the State's evaluation classes are not flagged for investigation based upon flags for erasures within a given classroom.



Columns AK and AL: (always in red)

AK	AL
Z_WTR	Flag_3SD_WTR
5.00	F

These columns can be read in much the same way as columns U and V, except these columns provide data for WtR erasures. Column AK is the score column, and again for flagged WtR classrooms it will possess a score above 3 standard deviations (above the state average), in this case 5.00. Classes that have a score of four or higher should be taken very seriously, as each point above three is a significant change. Column AL tells us if the classroom was officially flagged by the State. The class above was flagged. Any F appearing in this column signals a flagged classroom for high WtR erasures compared to the state average.



Column AM:

AM
corr_class
.844107

This column gives a classroom's correlation coefficient. Stated another way it reflects the relationship between the total number of erasures in a given classroom, and the WtR erasures also found within that same flagged classroom. This class had a correlation of .84, or an 84% correlation coefficient. The higher the correlation is (for example: over .90), the greater the link between total erasures and WtR erasures, suggesting the need for greater examination of a flagged classroom.

Indicators

- Column AK and Column AM should serve as the primary indicators for how serious a flag is within a classroom. Examination of both the standard deviation and the correlation coefficient can serve as the strongest indicator of the need for an in-depth examination of a flagged classroom.
- Another indicator could be an examination of total erasures vs. total WtR erasures. The ratio between the two is important, as some classes can be flagged for high WtRs even though the total erasures are significantly higher. When these numbers are closer together it may signal the need for further analysis of a classroom as well.
- Number of students in classroom, high or low. This can directly affect the standard deviation and correlation coefficient of a classroom.



Conducting a Rigorous Investigation



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You will be able to:

1. Identify what information is important when submitting the report.
2. Understand the eight components contained within a State required rigorous investigation.
3. Conduct a complete and rigorous investigation based upon data and supported evidence.



What is a Rigorous Investigation?

- The purpose of a rigorous investigation is for school districts to investigate and examine the data, policies, and procedures that are part of a flagged school's testing process.
- Data provided by GOSA, along with data gathered during the school investigation should allow district investigators to reveal what transpired during test administration.
- GOSA guidelines require that each district investigation contain eight components that will provide a thorough and clear picture of testing at each flagged school.
- The purpose of a rigorous investigation is not to provide a defense, or to exonerate individuals. The purpose is to discover the truth.



1st Component: Training (a)

“Provide a description of test administration training and to whom it was provided at each flagged school.”

This description should pertain to the specific flagged school with focus paid to:

- **WHO** was the trainer, and who was trained? (All personnel types trained)
- **WHAT** method of training was used? (For example: DOE resources)
- **WHEN** did training occur? (Be date specific.)
- **WHERE** did training occur? (Specific Location)



2nd Component: Training (b)

“Identify, by flagged school, who handled the materials in any way but did not receive test administration training.”

- Districts will list all personnel who handled test materials but did not receive test administration training.
- If no untrained personnel handled test materials then this should be indicated in the investigation report.



3rd Component: Access (a)

“Determine and describe the manner in which test materials were distributed and collected at each flagged school, detailing a) any discrepancies between this process and GaDOE guidelines, and b) corrective action taken in response to such discrepancies.”

- Districts will provide a complete picture of daily testing distribution and collection at each flagged school.
- Special notation should be made for discrepancies and corrective actions taken by the district and/or flagged school in question.



4th Component: Access (b)

“Determine and describe any irregularities found regarding the administration of the test at each flagged school and corrective action taken in response to such irregularities.”

- List and describe each irregularity that occurred during testing.
- If no irregularities occurred, then this should be stated for each flagged school within the district.



5th Component: Access (c)

“Determine which employees at each flagged school had access to secure test materials before and after testing during each day that test documents were kept in the school building. Describe corrective action taken in response to employees other than administrators handling secure test materials outside of test administration. Determine whether any employee altered student responses on test documents at each flagged school and describe how test tampering occurred and corrective action taken.”

- List each individual by name and title who had access to secure test materials outside of testing hours.
- List any employees subject to corrective action, and discuss the reason why such corrective action was necessary.
- Discuss any instances of employee test tampering, and if none occurred please state that no tampering occurred for each flagged school.



6th Component: Access (d)

“Determine and describe the manner in which test documents were transported from each school to the central office after testing concluded and prepared for the State’s testing vendor. Determine whether any employee altered student responses on test documents during this time and describe how test tampering occurred as well as corrective action taken.”

- List and discuss who was responsible, specifically, for packing and transporting test materials to the district’s central office, and how specifically those materials were transported.
- If any test tampering occurred during test packing or transportation please describe what occurred. If no test tampering occurred please state this as well.



7th Component: Variance (a)

“Based on the investigation conducted by the LEA, describe what the district learned about the test environment at each flagged school that explains why its WTR erasure data varies significantly from the State norm.”

- Classroom data files provided by GOSA should be used in the LEA investigation, and each flagged class should be examined separately. In some instances a student data file may be provided as well for a more in-depth examination of flagged classes of a more severe nature.
- Reasons for why a classroom was flagged should be based upon facts, and not pure conjecture. There should be clear evidence that the data files were used in the LEA investigation.
- Districts should mention students pulled out of classes to test due to accommodations.



8th Component: Variance (b)

“Describe the changes the district will make in its testing procedure based on what was learned from the investigation, including how it will incorporate OSA’s recommendations.”

State any and all changes the district will make at both the district and school levels for the following testing year.



Questions?

If you should have any further questions you may contact the following people at GOSA:

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